Crescent Valley

ELEMENTARY SCHOOL

Annual Results Report – 2017 – 2018
School Continuous Growth Plan – 2018 – 2021

GrandeYellowhead
Public School Division

OUR VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

OUR PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

OUR BELIEFS AND VALUES

- The parent is the primary advocate of the child.

- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.

- Rural communities contribute to the success of all our students.

- All students develop a passion for lifelong learning, innovation and excellence.

- Learning is a shared responsibility between students, parents, schools and communities.

- Learners are well prepared for active citizenship.

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OUR CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

Alberta Education Outcomes

1. Alberta's students are successful

2. Alberta's education system supports First Nations, Métis and Inuit students' success

3. Alberta's education system respects diversity and promotes inclusion

4. Alberta has excellent teachers, and school and school authority leaders

5. Alberta's education system is well governed and managed

Success for All x All Kids Are Our Kids = One Year's Growth

Methodology: The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

Our School We provide **quality learning environments** to ensure:

1. All students are successful through the division focus on Literacy
   - Literacy skills are critical to overall success and achievement. As a school we are focusing on reading and writing strategies across the curriculum. Students learn strategies for fluency as well as comprehension. We are working to implement school wide structures to ensure that students have clear, consistent instruction in reading and writing. There are opportunities for students to read aloud with teachers and peers as well as their silent reading. Teachers also use read aloud activities for students to hear fluent reading as well as to share good literature with students. Comprehension strategies include re-reading passages, retelling the story, making predictions and inferences, identifying unknown words, among others.

2. Student success through innovative, effective and appropriate uses of educational technologies
   - Students at Crescent Valley School have many opportunities to access technology. At this time, we have access to computer labs, Chromebooks and iPads. Students learn, as early as grade one, how to login in and utilize the various devices. Students are able to use apps and extensions to enhance learning in both Literacy and Numeracy. Technology is also used for research and original writing activities. Students also use the various technologies to create. There are opportunities for students to learn photographic skills to take and edit digital pictures, coding skills as well as to build and publish websites. Digital citizenship knowledge and skill is infused within all areas of technology use.

3. Our school community respects diversity and promotes inclusion
    - The population of students at Crescent Valley School is very diverse, representing many ethnic backgrounds as well as wide socio-economic status. The Students also have diverse experiences and learning needs. We have a strong belief in respecting the beliefs and meeting the needs of each student. Classroom activities and learning experiences allow for sharing and celebrating the variety of cultures represented in our school and community. Students with higher levels of needs have programs tailored using Individual Student Plans to meet their specific learning needs. Individual programming looks best meet the learning needs of the student as best as possible within the classroom and school setting.

4. First Nations, Metis and Inuit (Indigenous) student success
    - As a school, we work hard to maintain positive relationships with the local Indigenous Community as well as the Indigenous families attending our school. We regularly invite elders and community members to the school to be part of classroom and school wide activities, often sharing their knowledge and wisdom with students. We also work closely with the GYPSD Liaison to provide specific learning activities in the school. Opportunities to share and celebrate cultural beliefs and activities are a regular part of our school life. Part of our professional growth incorporates the development of foundational knowledge of First Nations, Metis and Inuit cultures and traditions and how they apply to our teaching.

5. Excellence in Teaching and School Based Leadership
    - Our school staff is committed to continuous learning. The Alberta Education Teaching Quality Standard and Leadership Quality Standard include "Engaging in Career Long Learning" as a competency. Our school based professional development days are focussed on improving teaching and learning specifically in for Literacy and Numeracy. Teachers develop Professional Growth Plans that are based on the areas of growth identified through self reflection as well as school data analysis. In addition to attendance at conferences and workshops, teachers engage in professional reading on topics related to ur identified areas of growth. Information learned through these activities as shared with colleagues through time in staff meetings as well as during weekly Professional Learning Community (PLC) meeting times. Teachers also utilize their time in PLC's to review student achievement and instructional strategies to help ensure student success.

Crescent Valley Elementary School

School Demographics

Language Enrichment	7
Kindergarten	50
Grade One	46
Grade Two	34
Grade Three	43
Grade Four	46
Grade Five	40
Grade Six	51
Grade Seven	35
Total Enrolment K-7	345

Principal's Message:

At Crescent Valley School, we pride ourselves on our welcoming, caring, respectful, safe and inclusive learning environment. This starts with the first people you meet when you come through our front entry, our front office staff. Guests are welcomed and assisted with directions or questions if needed. Our "BEARS" program recognizes students for demonstrating characteristics of Belonging, Excellence, Accountability, Respect and Service, whether it be in the classroom, hallways or out on the playground. Staff members present students with BEARS certificates and share how they earned it.

Our work is guided by the statements "Success for All" and "All Kids are Our Kids." We believe that students' physical, social and emotional needs must be met in order to have optimal learning. Teachers continue to model and teach skills within the *Zones of Regulation* to help students recognize how they are feeling and to provide students with strategies to help re-regulate to be successful in the classroom. Our daily breakfast program ensures students have a healthy start to the school day with choices from four food groups. This program also provides a social setting for students to start out their day. Academically, our school is focussing on instruction for reading in all areas of the curriculum along with numeracy skills. Focussed *Response to Intervention* strategies provide all students with instruction and practice activities to best meet the diverse learning needs in our school.

It is important for our school community to have strong parental involvement and student engagement. Parents are welcomed in formal settings such as School Council and P4K to support school programming. There are many additional opportunities for parents through classroom activities, school functions as well as field study trips. Many teachers use technology to keep parents informed of school and class activities. School Messenger is used to share out information to parents for school wide activities. Our school staff, School Council and P4K also have a strong presence on Facebook to share school events. Grade seven students are front and center in planning many school wide events. They plan and run activities for the Welcome Back Picnic, Halloween Bash and end of year Fun Day to name a few. This helps to create a strong sense of belonging and purpose. There many additional activities to promote student engagement; intramurals, library, and Student Wellness Action Team (SWAT) provide leadership and social engagement opportunities outside of the classroom. Cross graded Career and Technology Foundations classes provide students in grades five through seven with choices to learn skills for potential career paths.

As our motto "Reaching New Heights" suggests, we strive to provide students with the best opportunities to learn and be successful at Crescent Valley School.

Robin I. Hengel

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 2012 Crescent Valley School

Alberta Government

Measure Category	Measure	Crescent Valley 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
Safe and Caring Schools	Safe and Caring	84.2	87.4	85.2	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	79.8	73.0	71.5	81.8	81.9	81.7	High	Improved	Good
	Education Quality	89.0	85.3	88.4	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	62.0	51.3	68.5	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	9.3	3.3	6.9	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	81.3	72.4	78.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	82.1	77.1	78.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.8	83.8	83.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	77.5	82.4	82.9	80.3	81.4	80.7	High	Declined	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place for the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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Data Current as of Aug 24, 2018

The Accountability PIllar chart tells two stories. Survey data for satisfaction of almost all areas is high amongst the respondents. Academically, there are areas of concern as results are not meeting Provincial expectations. Analysis of academic data extended from the Accountability PIllar results to Provincial Achievement Tests (PAT's) and then to assessment data from GYPSD assessment data including Aimsweb and Mathletics data so that results representing different grade levels and sources could be compared for trends.

When comparing the Crescent Valley School academic achievement results, reading skills were identified as a concern for all content areas. The overall reading results from Grade Six PAT's were below Provincial results. Reading scores were also low when analysing Aimsweb assessments in grades two through seven. Reading for understanding, or comprehension, is an area that our school staff feel is critical to improving scores in all content areas. Vocabulary, inferring and analysing source information were areas of concern in all subjects. By improving specific reading skills we are confident that results across the curriculum will improve.

Mathematics was also identified as an area for continued growth. When comparing Grade Six PAT data with grade two - seven Mathletics data, there were areas of strength and growth identified within each of the Strands from the Alberta Program of Studies. In each strand, examples can be found where our students achieved strongly as well as areas where performance was lower than desired. these inconsistencies make it difficult to target specific areas for focus. The most prevalent deficiencies were in Data Analysis, Patterns and Relationships and Number. Data Analysis is an area that reaches across all content areas. Teaching students skills in this concept will have a positive effect on results across the curriculum. Patterns and Relationships was of specific concern and needs additional focus on instruction and understanding. Improved understanding of Patterns and Relations will in turn have a positive effect on understanding Number Concepts.

The Accountability Pillar Results for Our School surveys, Grade four and Seven Parent surveys and Teacher surveys shows positive results. The Safe and Caring measure is one area that needs to improve. The specific area for improvement in this measure focuses on how students treat each other. The perception that students don't always treat each other well shows with both student and parent survey questions. Continued work with strategies from the B.E.S.T. Program as part of the relationships component of the Health Program of Studies will help to address this concern. It will be important for our school to continue to tell our story and engage students in strong diverse programs to maintain our current levels of success.

ALL KIDS ARE OUR KIDS:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners' strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

School Goal 1: All student's academic programming needs will be met within the regular classroom environment through targeted Response to Intervention strategies.	
School Strategies - Teachers use school identified common assessments to determine the specific needs of students. - Implementation of response to intervention programming by teachers to address student learning and performance across all areas in literacy and numeracy. - School wide implementation of grade level, cross-graded and cross-curricular collaborative planning and programming for instruction of vocabulary skills, inferencing, source analysis, and problem solving	*School Success Indicators* - Implementation of embedded Response to Intervention strategies in each classroom, grade level as well as school wide. - Differentiated instruction and assessment strategies utilized in all classroom settings. - Teacher review of assessment data to determine areas of success and further focussed instruction to address learner needs. - Intentional and purposeful use of cooperative learning strategies to enhance student learning
Evidence of Success: - Shift from 'pull out' supports to in-class interventions. - Improved student achievement as indicated on classroom based and end of year divisional (Aimsweb, HLAT, Mathletics) assessments.	

School Goal 2: The physical, social and emotional needs students are met so that they are prepared to learn.	
School Strategies ● Teachers will continue to implement Zones of Regulation in all classrooms. ● Continue the school breakfast program with support from all staff. ● Teachers will continue to provide structured social opportunities such as cross grade Career and Technology Foundations, intramurals, and S.W.A.T. etc.	**School Success Indicators** ● Student identification of zones they are feeling ● Students identifying strategies to calm / regulate themselves ● Student participation in the breakfast program ● High student participation during lunch activities
Evidence of Success: ● Reduction of incidents requiring co-regulation for students by staff ● Improved student achievement ● Increased parent and student satisfaction in the Safe and Caring and Program of Studies opportunities measures as indicated on the 2019 Accountability Pillar.	

SUCCESS FOR ALL:

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

SUCCESS FOR ALL:

School Goal 1: Through the focus of common literacy instructional strategies, student achievement as measured in all content areas will show one year's growth*.*

School Strategies	*School Success Indicators*
● Teachers will use common language within in instruction of reading and writing strategies across all grade levels ● Our teachers continue to implement common instructional strategies to teach reading and writing; including Daily 5, Guided Reading and Razkids ● Our teaching staff Develop common assessments across each PLC, then shared across grades	● Students making connections between school work and and out of school activities ● Students and teachers accessing and building background knowledge ● Students are able to predict and make inferences using text and visuals ● School wide staff implementation of and student engagement in Daily 5 structures ● Visuals for instructional strategies are prevalent in classrooms ● Reading comprehension strategies being referenced in other content areas

Evidence of Success
- Students will demonstrate one year's growth as identified by end of year standardized assessments; Aimsweb, Right to Read, HLAT, Gates MacGinitie
- Common assessment results will show student growth and correlate to standardized assessments
- Classroom observations throughout the year will verify that high impact reading and writing strategies are being implemented in all content areas.

SUCCESS FOR ALL:

School Goal 2: Numeracy skills and achievement for all students will be at or above grade level as measured by common class assessments and standardized tests.

School Strategies	*School Success Indicators*
- Identify and implement consistent grade-appropriate problem solving strategies and models - Identify key outcomes and develop common grade level assessments for each cohort to assess for student achievement and necessity for re-teaching or response to intervention - Identify and implement common instructional strategies and supports to enhance achievement; i.e. Daily 3, cooperative learning, Solaro, Mathletics, Prodigy	- Math vocabulary word walls in all math classrooms - Classroom displays with accurate math vocabulary - Problem solving models on display in all math classrooms - Class / student discourse of problem solving strategies - Students engaged in math related games - Students selecting appropriate manipulatives to use on assigned tasks - Students identifying that they are good at / like math

Evidence of Success

- 85 % of students will achieve "at" or "above" grade level on end of year standardized assessments; Mathletics and PAT's
- Classroom assessments will reflect student growth consistent with results on standardized assessments
-