



**Crescent Valley School
School Continuous Improvement Plan
2024 - 2025**





CVS School Overview



- 300 Students JK - 7
- 2 Junior Kindergarten Staff (JK)
- 19 FTE Certified Teaching Staff
- 15 Support Staff
- Appx. 30% of Students on ISP/
Support Checklist






Staff Overview



- Ryan Maguhn - Principal
- Dan Burkinshaw - Assistant Principal
- Angela Mitchelson - Assistant Principal/ Learning Support Teacher (LST)
- Lindsey Kermer - Family School Liaison Counsellor (FSLC)





Data Update and Cause Analysis for 2024-2025



- **SCIP Goals and Strategies were derived from an analysis of the following sources of data:**
 - **Alberta Education Assurance Measures Results (2023 and 2024)**
 - **PAT results (Updates for Spring 2024)**
 - **Elk Island Numeracy Screen Results (Fall 2024)**
 - **Alberta Education Dashboard Assessment Data (Fall 2024)**
 - **LeNS (Letter names and sounds)**
 - **RAN (Rapid Automatic Naming)**
 - **PAST (Phonological Awareness Screen Test)**
 - **CC3 (Castles and Coltheart 3 - Word Reading)**
 - **Numeracy**






Alberta Education Assurance Measures Results (2023 and 2024)



Measure	CVS Previous Year (2023)	CVS Current Year (Spring 2024)	Provincial Results	Comparative to Provincial Results
Student Learning Engagement	84.7	89.5	83.7	Higher
Citizenship	82.5	85.1	79.4	Higher
Education Quality	88.2	91.1	87.6	Higher
Welcoming, Caring, Respectful and Safe Learning Environments	86.1	90.8	84.0	Higher
Access to Supports and Services	76.6	83.2	79.9	Higher
Parental Involvement	64.5	79.6	79.5	Equivalent

 ***Number of Parent Respondents: (2024) 31, (2023) 32, (2022) 14, (2021) 15



Grade 6 PAT Results as Reported in 2024 AEAM

- 2023 - Percentage of Grade 6 Students achieving an acceptable standard is on par with the Province; this also reflects the same decreasing trend as is reflected in the Provincial Data (3 year rolling average)
- However - there are fewer CVS students achieving a standard of excellence
- Comparatively in this data set - 26.8% of CVS students did not achieve a measure of success vs. 15.8% of the provincial students



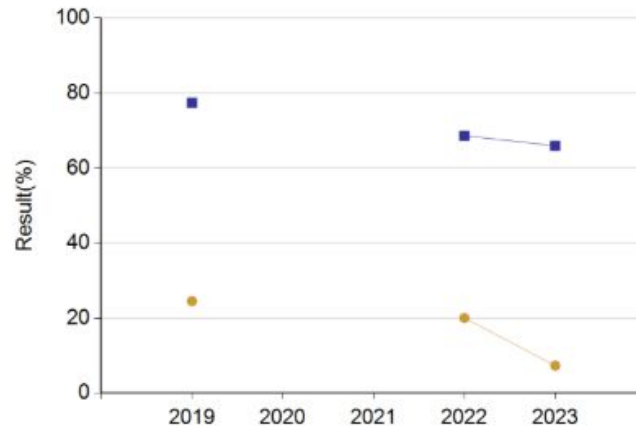
Grade 6 PAT Results By Number Enrolled Measure History

School: 2012 Crescent Valley School

Province: Alberta

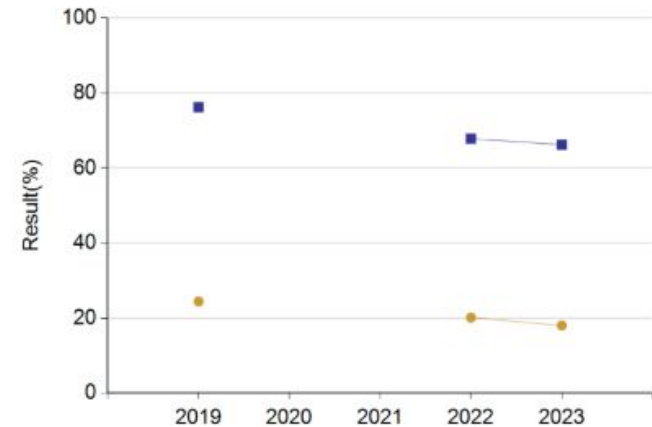
	Crescent Valley School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	53	n/a	n/a	35	41	n/a	n/a	n/a	54,802	n/a	n/a	56,482	57,655
Acceptable Standard %	77.4	n/a	n/a	68.6	65.9	Low	n/a	n/a	76.2	n/a	n/a	67.8	66.2
Standard of Excellence %	24.5	n/a	n/a	20.0	7.3	Low	n/a	n/a	24.4	n/a	n/a	20.1	18.0

Crescent Valley School



■ Acceptable Standard % ● Standard of Excellence %

Alberta



■ Acceptable Standard % ● Standard of Excellence %

Grade 6 PAT Results - ELA 6 and Math 6 (Not Written in 2024)

- 2023 - Three year average based off of our last reported results in literacy - higher acceptable standard that the Province
- Lower standard of excellence comparative to Provincial data
- Below acceptable standard - on par with Province

PAT Results By Course - 3 Year Rolling Average

Government

School: 2012 Crescent Valley School

Province: Alberta

English Language Arts 6

		Crescent Valley School			Alberta		
		2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
Participation	Students Enrolled	53	n/a	41	54,820	n/a	52,106
	Students Writing	48	n/a	38	49,639	n/a	43,892
	Students Writing (%)	90.6	n/a	92.7	90.5	n/a	84.2
Results Based on Number Enrolled	Acceptable Standards (%)	79.2	n/a	82.9	83.2	n/a	76.2
	Standard of Excellence (%)	11.3	n/a	9.8	17.8	n/a	18.4
	Below Acceptable Standard (%)	11.3	n/a	9.8	7.3	n/a	8.1
Results Based on Number Writing	Acceptable Standards (%)	87.5	n/a	89.5	91.9	n/a	90.4
	Standard of Excellence (%)	12.5	n/a	10.5	19.6	n/a	21.9
	Below Acceptable Standard (%)	12.5	n/a	10.5	8.1	n/a	9.6

PAT Results By Course - 3 Year Rolling Average

Government

School: 2012 Crescent Valley School

Province: Alberta

Mathematics 6

		Crescent Valley School			Alberta		
		2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
Participation	Students Enrolled	53	n/a	41	54,778	n/a	52,551
	Students Writing	48	n/a	39	49,753	n/a	44,458
	Students Writing (%)	90.6	n/a	95.1	90.8	n/a	84.6
Results Based on Number Enrolled	Acceptable Standards (%)	66.0	n/a	75.6	72.5	n/a	65.4
	Standard of Excellence (%)	7.5	n/a	9.8	15.0	n/a	15.9
	Below Acceptable Standard (%)	24.5	n/a	19.5	18.3	n/a	19.2
Results Based on Number Writing	Acceptable Standards (%)	72.9	n/a	79.5	79.8	n/a	77.4
	Standard of Excellence (%)	8.3	n/a	10.3	16.6	n/a	18.8
	Below Acceptable Standard (%)	27.1	n/a	20.5	20.2	n/a	22.6

Grade 6 PAT Results - Social Studies (Spring 2024)

- CVS was appx. 9% lower than the Provincial average in terms of acceptable standard
- CVS was appx. 14% lower than the Provincial average in terms of standard of excellence
- CVS was appx. 10% higher in terms of percentage below acceptable standard

Table 2.1
Standards Demonstrated by All Students^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	38	86.4	48348	85.7
Acceptable Standard ^b	26	59.1	38730	68.7
Standard of Excellence	3	6.8	11480	20.4
Below Acceptable Standard	12	27.3	9618	17.1
Students for Whom Test Results are Not Available: ^c	6	13.6	8056	14.3
Students Absent	5	11.4	4892	8.7
Students Excused	1	2.3	3152	5.6
Students Who Wrote, Results Withheld	0	0.0	12	0.0
Total Enrollment Reported by Schools, June 2024	44	100.0	56404	100.0



Grade 6 PAT Results - Science (Spring 2024)

- CVS was 12% lower than the Provincial average in terms of acceptable standard
- CVS was appx. 18% lower than the Provincial average in terms of standard of excellence
- CVS was 12% higher in terms of percentage below acceptable standard

Table 2.1
Standards Demonstrated by All Students^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	37	84.1	41905	84.0
Acceptable Standard ^b	25	56.8	34297	68.8
Standard of Excellence	3	6.8	12759	25.6
Below Acceptable Standard	12	27.3	7608	15.3
Students for Whom Test Results are Not Available: ^c	7	15.9	7975	16.0
Students Absent	6	13.6	5088	10.2
Students Excused	1	2.3	2877	5.8
Students Who Wrote, Results Withheld	0	0.0	10	0.0
Total Enrollment Reported by Schools, June 2024	44	100.0	49880	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Grade 6 PAT Results - Cause Analysis/ Digging Deep



- Both Social and Science Results from 2024 Spring PATs reflect an appx. 10% average lower score between both Knowledge and Understanding vs. Skills and Processes
- Neither of these areas is particularly stronger or weaker than the other (no outward trends in types of question or style of response)
- Again - the data shows that we have more students on average performing at “below an acceptable standard” that the Provincial Average
- The hypothesis at this point is that we may have students who need work on the necessary fundamental literacy skills as related to “reading to learn”
- This required us to substantiate that hypothesis with further data

Grade 6 Social Studies Achievement Test - Written in English
School Report
2023-2024 School Year

1085 The Grande Yellowhead School D

2012 Crescent Valley School

Table 4
Raw Score Results, by Reporting Category and by Gender^a

Reporting Category	Maximum Possible Score	School						Province					
		All Students n = 38		Female n = 20		Male n = 18		All Students n = 27962		Female n = 13553		Male n = 14390	
		Average	S. D. ^b	Average	S. D.	Average	S. D.	Average	S. D.	Average	S. D.	Average	S. D.
Total Test	50	28.9	8.9	28.1	9.5	29.8	8.4	33.7	10.2	33.8	10.1	33.6	10.3
Knowledge and Understanding	20	11.5	4.2	10.7	4.5	12.5	3.7	13.7	4.2	13.8	4.1	13.7	4.2
Skills and Processes	30	17.4	5.4	17.5	5.6	17.3	5.3	20.0	6.5	20.1	6.4	19.9	6.5
Democratic Principles	9	5.3	2.1	4.8	2.3	5.9	1.7	6.1	2.2	6.1	2.2	6.0	2.2
Local and Provincial Government	11	5.3	2.4	5.7	2.3	4.8	2.4	6.7	2.8	6.8	2.8	6.7	2.8
Community Involvement	8	5.0	1.7	5.0	1.5	4.9	2.0	5.6	1.9	5.6	1.9	5.5	2.0
Ancient Athens	12	7.2	2.7	7.0	3.1	7.4	2.1	8.7	2.7	8.7	2.6	8.8	2.7
Iroquois Confederacy	10	6.2	2.2	5.7	2.1	6.7	2.2	6.6	2.3	6.6	2.3	6.6	2.4

^a Students for whom gender information is not available are included in the "All Students" column only.

^b Standard Deviation - The standard deviation is an indication of the amount of variation in a distribution. Provincially, about 68% of the students' marks will fall within plus or minus one "standard deviation" of the average mark.



HLATs - Fall 2024 Screen Data



Grade	Number of students	4 - Excellent focused original memorable controlled	3 - Proficient, Fulfills task effective, Thorough, Organized	2 - Adequate Addresses task General Matter-of-fact, Rambling	1 - Limited, Imprecise Inconsistent, Vague Awkward
Grade 1	30 1 did not write			30%	67%
Grade 2	23 1 did not write		9%	35%	52%
Grade 3	32 2 did not write		22%	31%	40%
Grade 4	49 2 did not write	14%	18%	24.5%	39%
Grade 5	28		14%		86%
Grade 6	40 2 did not write	17.5%	40%	15%	20%
Grade 7	45		13%	7%	80%



HLATs - Fall 2024 Screen Data Cause Analysis



- Our HLAT data provides the most concerning areas of data, and potentially substantiates our theory that low Social and Science PAT data in spring of 2024 could be attributed to issues in literacy
- Specifically, we note that our Grade 5 and 7 cohorts have outlier information
- Curiously, our current Grade 7's had 15% qualified as limited in Spring HLATs from the previous year

Grade	Number of students	4 - Excellent focused original memorable controlled	3 - Proficient, Fulfills task effective, Thorough, Organized	2 - Adequate Addresses task General Matter-of-fact, Rambling	1 - Limited, Imprecise Inconsistent, Vague Awkward
Grade 1	30 1 did not write			30%	67%
Grade 2	23 1 did not write		9%	35%	52%
Grade 3	32 2 did not write		22%	31%	40%
Grade 4	49 2 did not write	14%	18%	24.5%	39%
Grade 5	28		14%		86%
Grade 6	40 2 did not write	17.5%	40%	15%	20%
Grade 7	45		13%	7%	80%



SLA Data - Fall 2024 and Cause Analysis



- Our identified Students at Risk for Grades 1-4 (literacy) demonstrate a discrepancy between HLAT (composition) and Letter names, sounds and word reading
- In general - we see more students at risk (Grades 1-4) as related to composition skills (HLATs) than generalized phonetic sounds
- This could indicate a fundamental issue with decoding and it's application while composing (basic literacy components)

Students At Risk					
Grade	LeNS (letter names and Sounds)	RAN (Rapid Automatic Naming)	PAST (Phonological Awareness Screening Test)	CC3 (Castles and Colheart 3 - Word Reading)	Numeracy
Grade 1	17% Overall 13% sound accuracy 23% Name accuracy	35%	55%		27%
Grade 2	25% Overall Only a reflection of sound accuracy			23%	9%
Grade 3				33%	36%
Grade 4				29%	31%



Elk Island Numeracy Screening Tool and Cause Analysis - Fall 2024



Grade	At Risk Students
Grade 4	31%
Grade 5	93%
Grade 6	56%
Grade 7	89%

****Note, this is the first year that CVS has pursued a screening tool for numeracy outside of Provincial or Division mandated assessments*

Outcomes and Skill Development Requiring Intervention:

- Learning Outcome: Students add and subtract within 10 000 and later 1 000 000, including decimal numbers
 - Work on skills and procedures to solve problems
- Learning Outcome: Students represent and apply equality in multiple ways, and later interpret numerical and algebraic expressions

Overall Results indicate that Number Sense is our greatest area of need and is impacting skills and procedures.

Eg.) Understanding number as a concept and using analytical skills to determine mathematical statements that are correct and conversely incorrect



Brief Summation: Gaps in Learning and Causation



- Most recent PATs show a higher average (~11%) of students not achieving at an acceptable standard (in a class of 40 students this is appx. 4 students) based on other information we believe this is related to literacy skills (see below)
- Literacy - Causation; we see the largest gaps in composition skills (HLAT data), but can use additional data as related to reading comprehension (Gr. 4-7). We strongly suspect this is related to student gaps related to “reading to learn” (basic reading, decoding)
- Numeracy - Causation; we see the largest gaps in numeracy as related to students success with Number Sense - for example understanding number as a concept, and using analytical skills to determine mathematical statements that are correct or conversely incorrect



Goals and High Quality Strategies to Close Gaps

Literacy Goal 1	Strategies
<p>Composition - Through daily instruction and targeted intervention cycles reduce students (at risk) or (below acceptable standard) across all grades to levels on par with Provincial Averages; by way of improving students abilities to construct grade level appropriate text and related composition skills.</p>	<ul style="list-style-type: none">• Grade level specific intervention cycles (planned and documented) in collaboration with grade partners and administration (including)<ul style="list-style-type: none">◦ Intervention Plan and Schedule (including additional ILC blocks for high gaps students)◦ Cohort Planning◦ Intervention Strategy and Approach◦ Reflection/Iteration work for the next cycle• Jolly Phonics• Notice and Note Close Reading Strategies• RACE - Restate, Answer, Cite, Extend• CER - Claim, Evidence, Reasoning• UFl• Handwriting without tears• Empowering Writers• Word Walls• "I can" success goals during lessons• PD Day Sessions with ERLC Experts
<p>Intervention Cycles - Sept. to Jan, Feb to Mid April, Mid April to Jun</p>	<p>Assessments</p> <ul style="list-style-type: none">• HLAT• ELA PAT 6 Results
<p>Measures of Success: (see next page)</p>	



Goals and High Quality Strategies to Close Gaps

Measures of Success:

- In relation to HLAT results - a reduction in the number of “students at risk” in a given grade to no more than 15%
- In relation to ELA PAT test results - achieving results in line with Provincial Averages across each category



Goals and High Quality Strategies to Close Gaps

Literacy Goal 2	Strategies
<p>Reading/Comprehension - Through daily instruction and targeted intervention cycles reduce students (at risk) or (below acceptable standard) across all grades to levels on par with Provincial Averages by way of improving students abilities in regards to “learning to read” and “reading to learn”</p>	<ul style="list-style-type: none">• Grade level specific intervention cycles (planned and documented) in collaboration with grade partners and administration (including)<ul style="list-style-type: none">○ Intervention Plan and Schedule (including additional ILC blocks for high gaps students)○ Cohort Planning○ Intervention Strategy and Approach○ Reflection/Iteration work for the next cycle• Precision Reading• Heggerty Phonemic Awareness• Jolly Phonics• UFli• Notice and Note Close Reading Strategies• Source Analysis• RACE - Restate, Answer, Cite, Extend• Fly Leaf - decodable books
<p>Intervention Cycles - Sept. to Jan, Feb to Mid April, Mid April to Jun</p>	<p>Assessments</p> <ul style="list-style-type: none">• LeNS, RAN, PAST, CC3• Right to Read• Eye Test• Jerry Johns Literacy Assessments• Dibels• IDI - Informal Decoding Inventory• PAT Results
<p>Measures of Success: (see next page)</p>	



Goals and High Quality Strategies to Close Gaps

Measures of Success:

- Individual student progress along the Stairway of Reading (IDI) - each academic year
- In relation to PAT test results - increased numbers of students moving from “below acceptable standard” to successful categories. (On average 4 students per year)
- In relation to PAT test results - increased numbers of students achieving “standard of excellence”. (On average 5 to 6 students)
- In relation to K-4 Reading Assessments - reducing our number of “at risk students” through intervention cycles



Goals and High Quality Strategies to Close Gaps

Numeracy Goal 1	Strategies
<p>Numeracy (Number Sense) - Through daily instruction and targeted intervention cycles reduce students (at risk) or (below acceptable standard) across all grades to levels on par with Provincial Averages by way of improving students abilities in regards to understanding number sense, number as a concept and analyzing mathematical statements for accuracy</p>	<ul style="list-style-type: none">• Grade level specific intervention cycles (planned and documented) in collaboration with grade partners and administration (including)<ul style="list-style-type: none">○ Intervention Plan and Schedule (including additional ILC blocks for high gaps students)○ Cohort Planning○ Intervention Strategy and Approach○ Reflection/Iteration work for the next cycle• Jump Math• Mathology• Kim Sutton Resources• Common Vocabulary List• Collaborative problem solving practice• Basic facts practice• Mathematical vocab/discourse embedded in class• Real world application work• Cross Curricular Planning/Assignments• Word walls• Power of ten
<p>Intervention Cycles - Sept. to Jan, Feb to Mid April, Mid April to Jun</p>	<p>Assessments</p> <ul style="list-style-type: none">• Elk Island Numeracy Screen (4-7)• (1-4) Numeracy Screen• PLC Built Assessments
<p>Measures of Success: (see next page)</p>	



Goals and High Quality Strategies to Close Gaps

Measures of Success:

- Reduction of students identified “at-risk” in both the (1-4) Numeracy and (4-7) Elk Island Numeracy Screen to appx 19% in each grade level (appx. Provincial PAT average)
- In relation to PAT test results - increased numbers of students achieving “standard of excellence” - on par with last set of Provincial Averages (15.9%)

