

ANNUAL RESULTS REPORT



2021-2022

TOGETHER - MAKING A DIFFERENCE

INTRODUCTION

I was once told in a professional learning session that people do NOT learn through experience. My first reaction to this statement was shock and skepticism. Of course, we know that we all learn best through experience. Then, once he had our attention, the presenter continued by saying that we learn by **reflecting** on our experiences. Without reflection, there is no learning. This is a wise insight! Too often we do not benefit from our experiences and miss out on learning when we fail to take the time to reflect.

This document is all about reflection with the goal of learning – learning what we are doing well as a school and learning about how we can improve. The reflective process is on-going. It involves constantly reminding ourselves of our vision as a school within a division committed to helping “our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.” In short, at Parkland Village School, we are focusing on three important goals:

- Improving student success in the area of literacy
- Improving student success in the area of numeracy
- Supporting student wellness and character development

At this time of year, we also set aside special time to reflect on the feedback we have received from our community regarding our school’s success in living out our mission. This data is extensive, as we look over both satisfaction survey results and student learning assessment data.

What have we learned from our reflections this year? First, overall, we are on the right track. Our commitment to our three goals is working. Our satisfaction levels are very high for parents, students, and staff. The data on student learning shows that our areas of focus are meeting the greatest needs in our school.

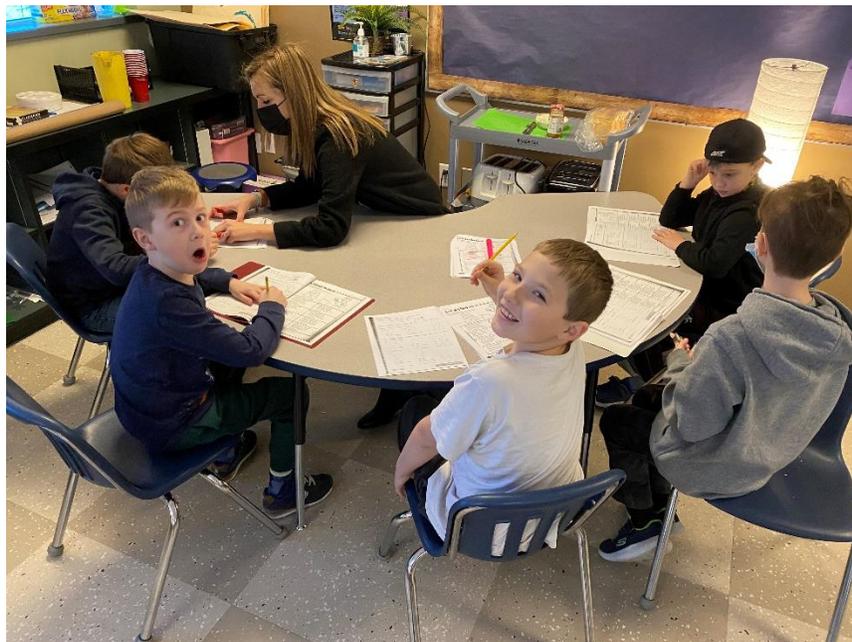
We also have identified areas where we can improve and grow, which are explained in the contents of this report. Of course, we can always do a better job of communicating the great things taking place in our school.

As you read through this report, I encourage you to not forget that while these numbers and percentages give valuable information regarding our progress, we must remember that every experience of every child in our school is part of the story of our success. If you are a parent of our school and have stories you want to share, I'd love to hear them! If you are not part of our school community and want to hear some of the stories, give me a call. I'd love the opportunity to share with you the real-life stories that show how we are living out our mission.

Have fun reflecting and learning through this document!



Todd Hennig,
Principal



SCHOOL PROFILE – 2021-2022

Principal: Todd Hennig

Address: #28 – 53222 Range Road 272
Spruce Grove, Alberta T7X 3X6

Phone Number: 780-962-8121

Grades Offered: Kindergarten – Grade 4

Enrollment: Total 145 (133.5 FTE)

- **Kindergarten:** 23
- **Grade 1:** 28
- **Grade 2:** 28
- **Grade 3:** 27
- **Grade 4:** 39

Number of Certificated Teachers: 10 (8.4 FTE)

Number of Support Staff: 7 (6.5 FTE)



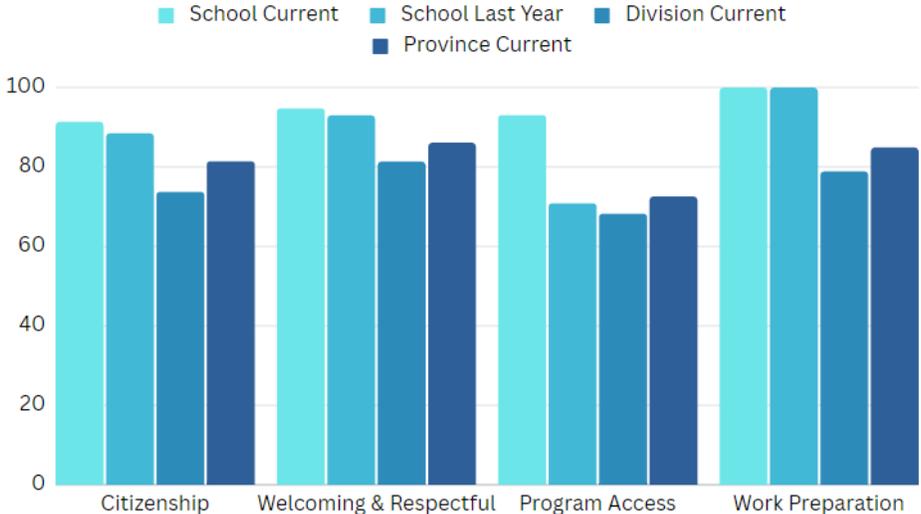
STUDENT AND TEACHER SATISFACTION

Our student and teacher satisfaction are measured through Alberta Education’s Assurance Measures Report, which surveys all teachers, grade 4 students, and parents. Unfortunately, we only had 7 parents respond this past year, a number too low to be considered representative of the parent population; therefore, the parent responses are not included below.

The Alberta Education “Report Card” demonstrates that our school is maintaining an excellent result on the measures reported.

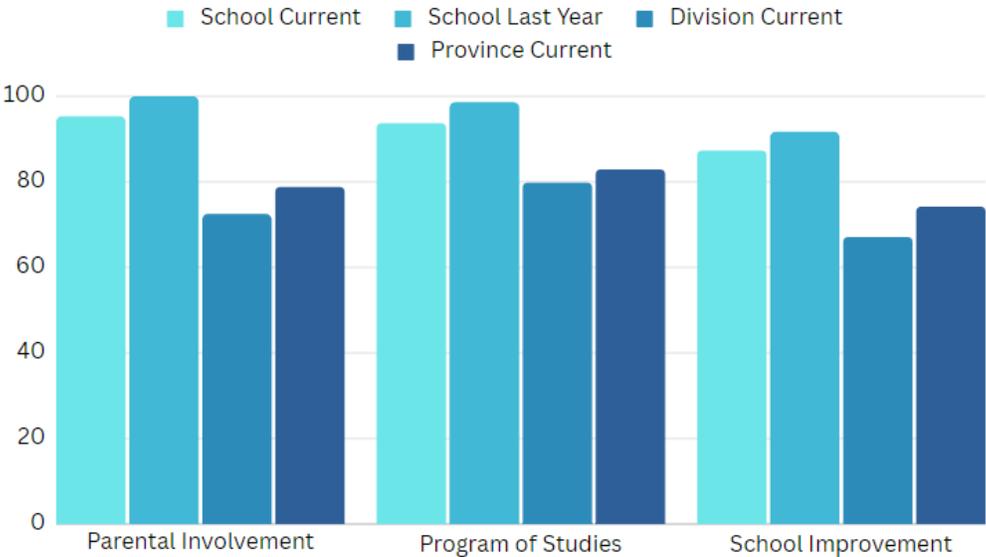
| Assurance Domain | Measure | Parkland Village School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|-------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
| | | 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 | Student Learning Engagement | 83.8 | 83.3 | n/a | 85.1 | 85.6 | n/a | n/a | n/a | n/a |
| | Citizenship | 91.4 | 88.5 | 94.5 | 81.4 | 83.2 | 83.1 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 83.2 | 83.4 | 81.1 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 87.1 | 86.2 | 85.6 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | n/a | n/a | 67.3 | n/a | 73.8 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 18.0 | n/a | 20.6 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 75.2 | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 18.2 | n/a | 24.0 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 95.0 | 97.9 | 98.2 | 89.0 | 89.6 | 90.3 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 94.7 | 93.0 | n/a | 86.1 | 87.8 | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 87.0 | 89.3 | n/a | 81.6 | 82.6 | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 95.3 | 100.0 | 100.0 | 78.8 | 79.5 | 81.5 | Very High | Maintained | Excellent |

While all results are very positive, there were several that stood out as areas to truly celebrate, areas which both showed improvement over the previous year and was significantly higher than both our divisional and provincial average results.



We were thrilled to see that students themselves see improvements in these and other areas as well. Specifically, in the area of Program Access, which measures if students feel they can get the help they need in reading, writing and library, students increased from 48% to 96% feeling that they can get the help they need.

Two areas that saw a slight decrease in satisfaction from the year before are Parental Involvement, Program of Studies and School Improvement. Although these areas are still relatively high compared to our jurisdiction and province, it’s important to not dismiss any downward trends.



We surmise that this dip in satisfaction in some of these areas may be a result of COVID realities (parents could not be involved like in past years), the feedback teachers gave in the Program of Studies questions identify that there is room for us to grow in our music and second language instruction at the school.

In summary, the satisfaction levels of our students and staff is very high at Parkland Village School, which is news worth celebrating! The safe, caring and welcoming culture here is recognized by staff and students and is a foundation for both academic success as well as preparation for the future.

PARENT SATISFACTION

Even though we did not have enough parents respond to the Alberta Education Satisfaction Survey to give us valid data, our school surveyed our parents in the fall of 2022 about whether or not we should add grade 6 in the 2023-24 school year, and we believe that the responses we received serve as a valid measure of our parent satisfaction levels.

We heard from 53 families, representing 48% of our student body. Of these responses, over 77% desired us to add grade 6 so their children could stay an additional year.

The following quotes are a representation of the comments parents made on the survey:

- Parkland Village School is honestly the best school and where our children feel like they are at home and safe. Extending to grade 6 would be amazing.
- I would love for this amazing school to be kinder to grade 6. My children and I love this school and its amazing staff so much and I want to be able for my children to learn and stay as long as they can!!!
- Moving to K-6 will enable more leadership skills for the grades 5&6 as well as maintain a healthy separation from the older kids which can sometimes lead to bullying of younger kids. Also, keeping them in same community for as long as possible will enhance their learning experience.

There were also comments that asked questions and expressed concerns about the extra-curricular programming available for older students. These are valid questions and are an area that needs to be addressed, whether or not we move forward with the additional grade.

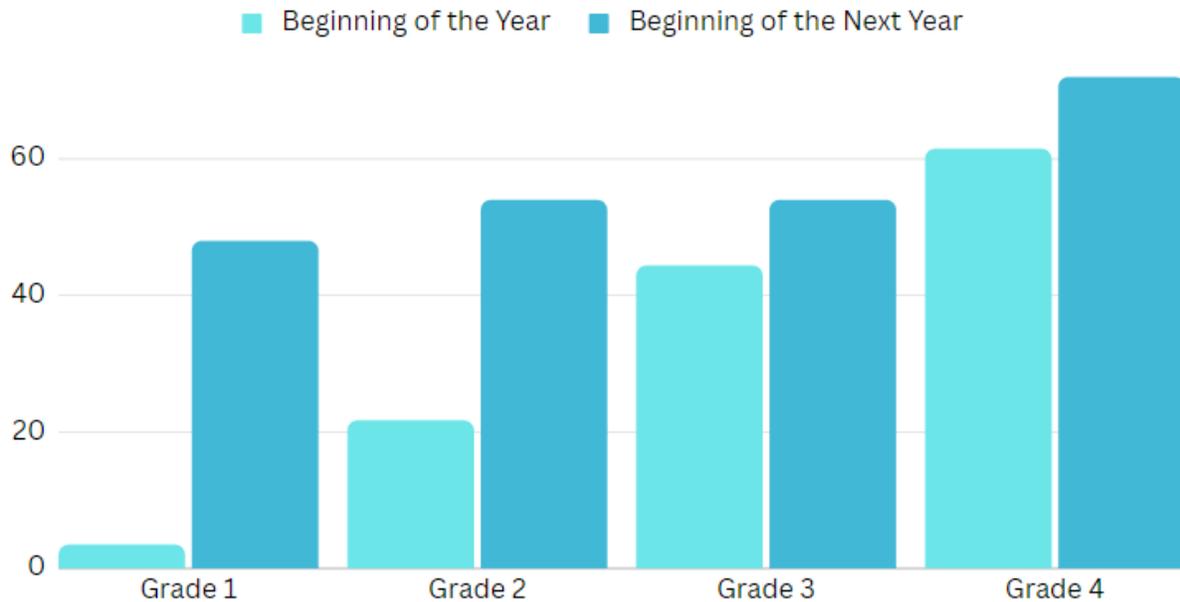
In summary, a strong majority of our parents are satisfied with our program, even to the point that they would like to see the program expand. Parental feedback about stronger leadership and extra-curricular programming helps us move forward as we determine next steps and priorities for our school.

ACADEMIC PROGRESS

LITERACY

Looking at our results for literacy during the 2021-2022 school, we will track the growth between the fall of 2021 and the fall of 2022.

- The first thing we notice about our reading levels is that our Grade 1s came in better prepared. In 2021, only 3.5% of our students were at a literacy level we would expect. In 2022, 58% were at a beginning grade 1 literacy level.
- The second learning from the data is that, when we follow the same groups of children from one grade to the next, without exception, we had made gains. Note that in the chart below, it tracks the growth made for each of our grades over the course of the year.

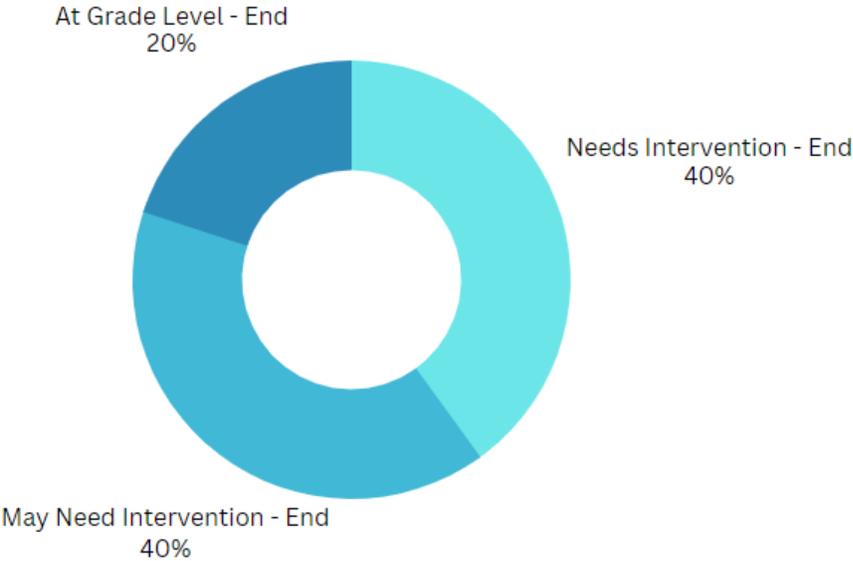
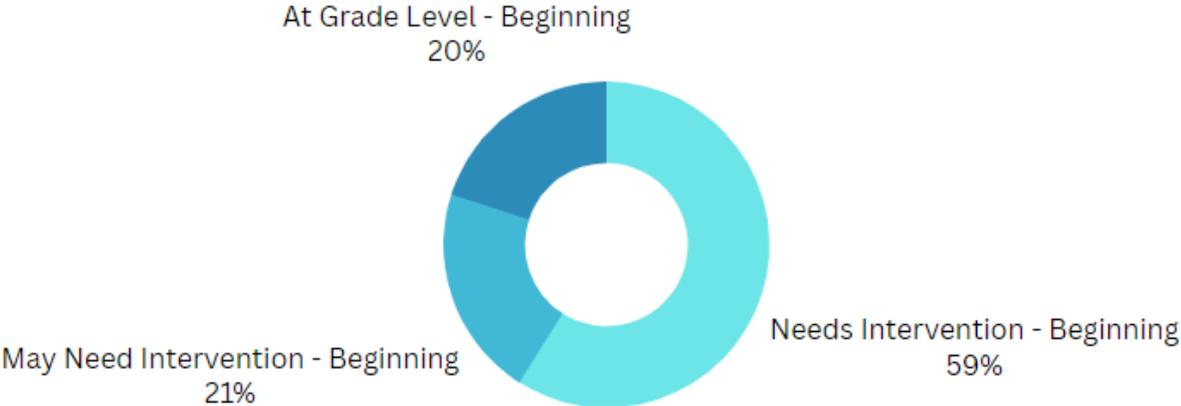


- We notice that the same trend existed both years. As students spend more time in school, receiving classroom instruction and interventions, more of them are having success.
- Finally, we still have a significant number of students – nearly 43% – reading below grade level. Our focus on literacy is making gains but is still needed.

NUMERACY

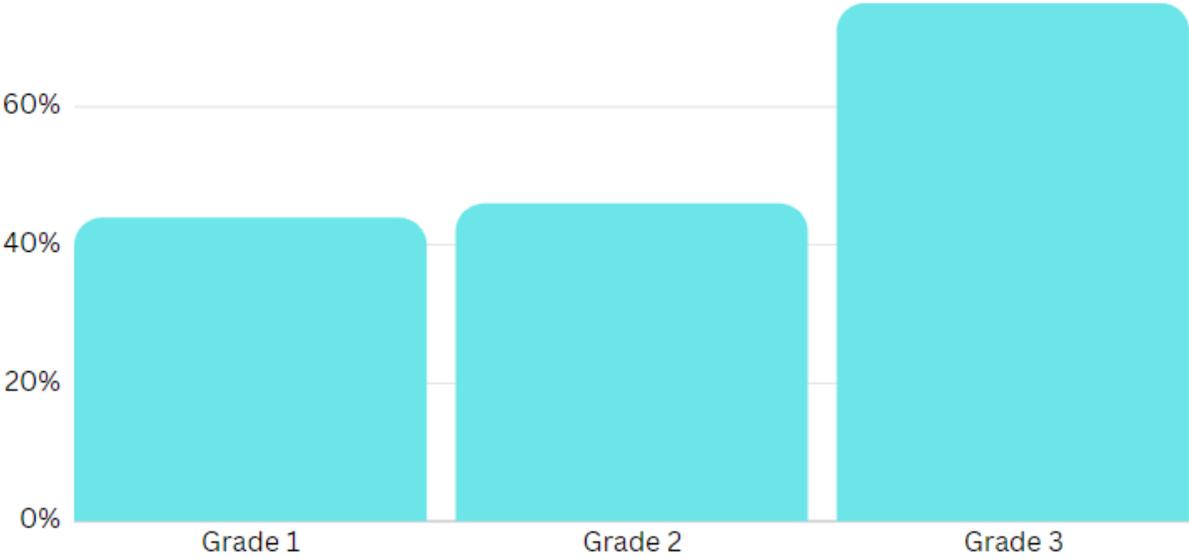
To measure growth in our numeracy results, we will first look at our grade 4s from the 2021-22 year. We were able to give them the same assessment at the beginning of the year – the MIPI, and then at the beginning of the next year, which tells us how much they progressed during the year.

GRADE 4 MIPI RESULTS



As you can see, although we have the same percentage of students not needing intervention, some of those who were struggling the most have seen some improvements.

For our grades 1 to 3 classes, it's more difficult to measure growth, as the assessments given changed. The chart below shows how many of them, at the end of the year (measured in the fall of 2022) were at grade level expectations in numeracy, as shown on the Alberta Education Numeracy Assessment.



Two things of note about this data:

- In the previous year, there was a trend that as children moved through the grade, more of them needed intervention. In other words, last year, the longer they spent in school, fewer students had success meeting the expectations. We are pleased to see that, with the new interventions we put in place, that trend has reversed. As students progressed through the grades, more and more were meeting expectations.
- There are still many of our students who are not yet meeting grade level expectations, so our focus on numeracy is still warranted.

SUMMARY OF LEARNINGS

As mentioned in the introduction, the information contained in this report only has value if we take time to reflect on it and make meaningful choices moving forward to ensure we are doing our absolute best to serve our students and community.

Some of the learnings are:

- We have built a school community that is valued by our students, parents and staff.
- Our school has built a strong culture over the years, and this culture is the foundation for us to help every child find success in learning and life.
- We are making gains in both literacy and numeracy learning.
- Significant needs remain in the areas of both literacy and numeracy, so continued focus on our classroom instruction and intervention programs in these areas are appropriate.
- As we consider adding further grades to our school, it is important to also increase the leadership and extra-curricular opportunities for our students.

