



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



**Grimshaw Public
School**



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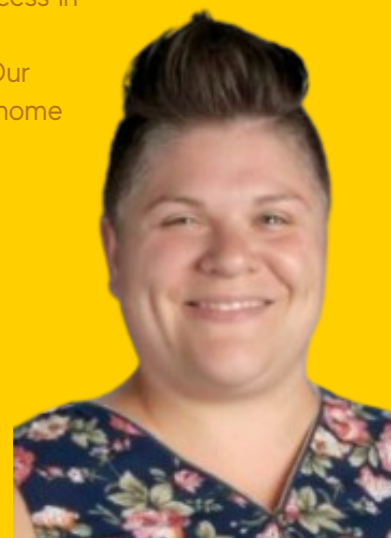


MESSAGE FROM THE PRINCIPAL

Grimshaw Public School follows a strong tradition of supporting achievement, development and overall well-being of students. GPS students benefit from goal setting and a school environment that ensures every student has opportunities to be successful through access to different teaching strategies, materials, and courses. It is our job to do all we can to ensure that students reach their full potential.

We will attain this goal by making sure the educational experience is engaging and learning is enjoyable and rewarding. At GPS we believe community leadership is an essential skill to nourish in our school and students will continue to be given opportunities to support their community through a wide variety of social initiatives. At GPS we provide our students with a safe learning environment where students can make good choices, setting a path for success in current and future grade levels and for career preparation. We are here to support our students in their learning endeavours and to help build strategies to achieve their goals. Our greatest support in this area comes from parents and guardians; with encouragement at home - and a few reminders to complete homework - our students can achieve anything they want from life

Jessica Shaw
Grimshaw Public School Principal





ABOUT YOUR SCHOOL

Grimshaw Public School (GPS) was established in 2017 and is a K-12 school that serves the rural community of Grimshaw and surrounding areas. The school's population is approximately 475 students, with a complement of approximately 60 staff members teaching and supporting our students. Grimshaw Public School shares a large three-gymnasium fieldhouse, an indoor running track, a large state-of-the-art theatre, well-equipped Home Economics and Industrial Arts labs, and a fully-stocked community library. Our students make use of all the newest educational technologies while they learn, with a 1-1 student-to-device ratio. Grimshaw Public School supports different learning styles in classrooms through alternative seating that includes stand-up desks, collaborative workstations, wobble stools, rocking chairs, and single desks for students that benefit from working independently. Students have a wide selection of electives and complementary courses and programming options at GPS, including Fine and Industrial Arts, Home Economics, Drama, Design Studies, STEM, and French. Students also benefit from our athletic programs, which include basketball, volleyball, track and field, and badminton, as well as a newly developed Hockey Academy. GPS uses a Collaborative Response (CR) approach to support student learning and differentiate instruction. Through universal assessment and supports and constant progress monitoring, teachers at GPS can support all of our learners and ensure all students have access to the most current literacy and numeracy instruction in a inclusive and responsive environment.

OUR MOTTO

GPS -
The Right Direction

OUR MISSION

Inspiring our
students today for
tomorrow's future

OUR VISION

A welcoming
environment where
all students
discover success

2023-2024 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1505 GRIMSHAW PUBLIC SCHOOL

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares PRSD and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The **local-level (PRSD) data** shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 4-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

Numeracy: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The **Provincial-level Alberta Education data** in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures.





SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

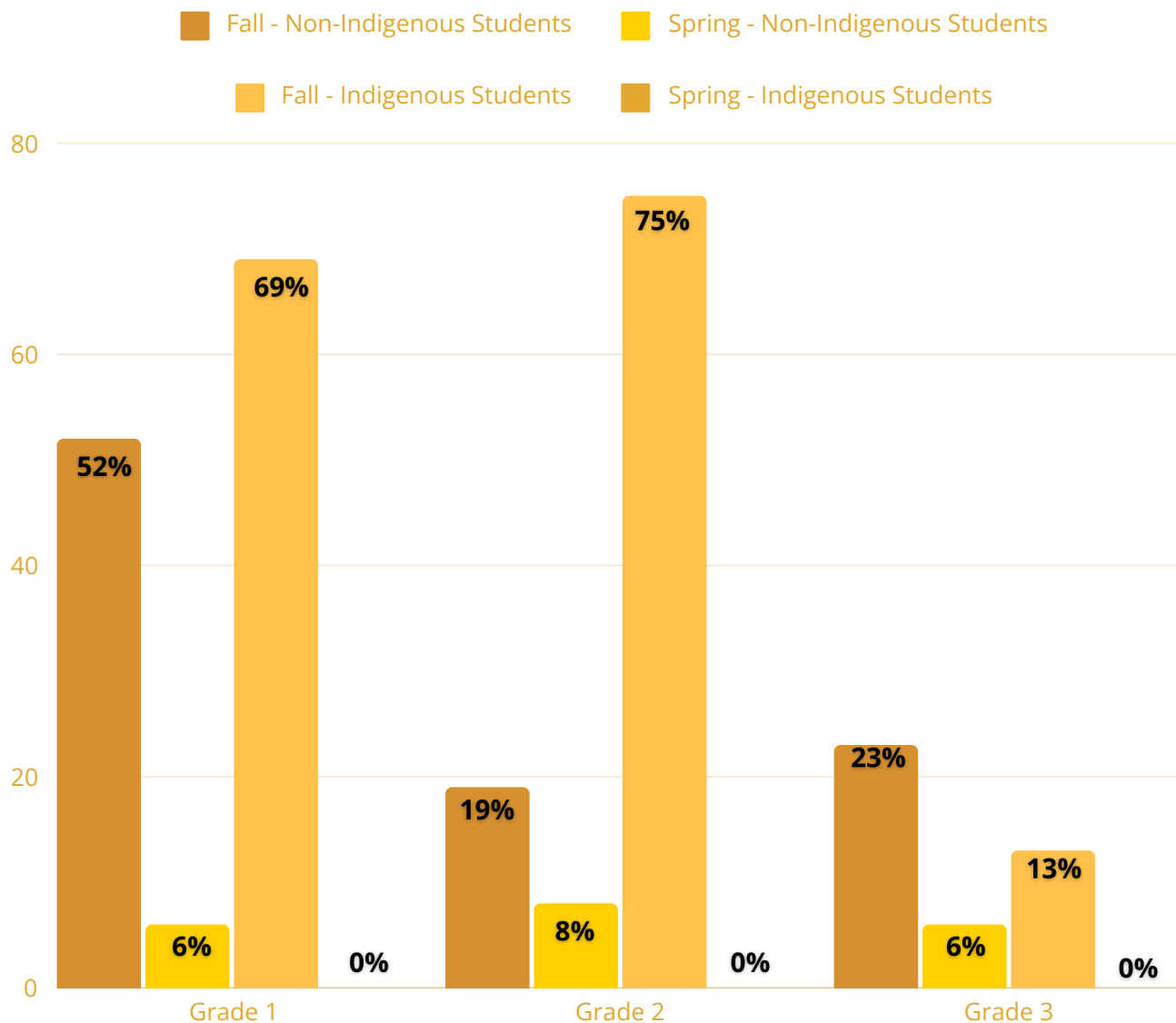
OUTCOME:

ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Grimshaw Public School and the PRSD have invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-8 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. GPS has also used divisional assessments, such as the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. The student data has been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, we are able to identify and implement specific strategies to help narrow any gaps.

Grimshaw Public School staff work with a Divisional Program Coordinator for Literacy who provides extensive supports for literacy instruction both on an individual basis and through the Division's **Literacy Framework**. In addition, all Gr. 1-6 teachers participate in collaborative and cross-grade literacy groups to support foundational skills in the area of reading and writing so that all students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS



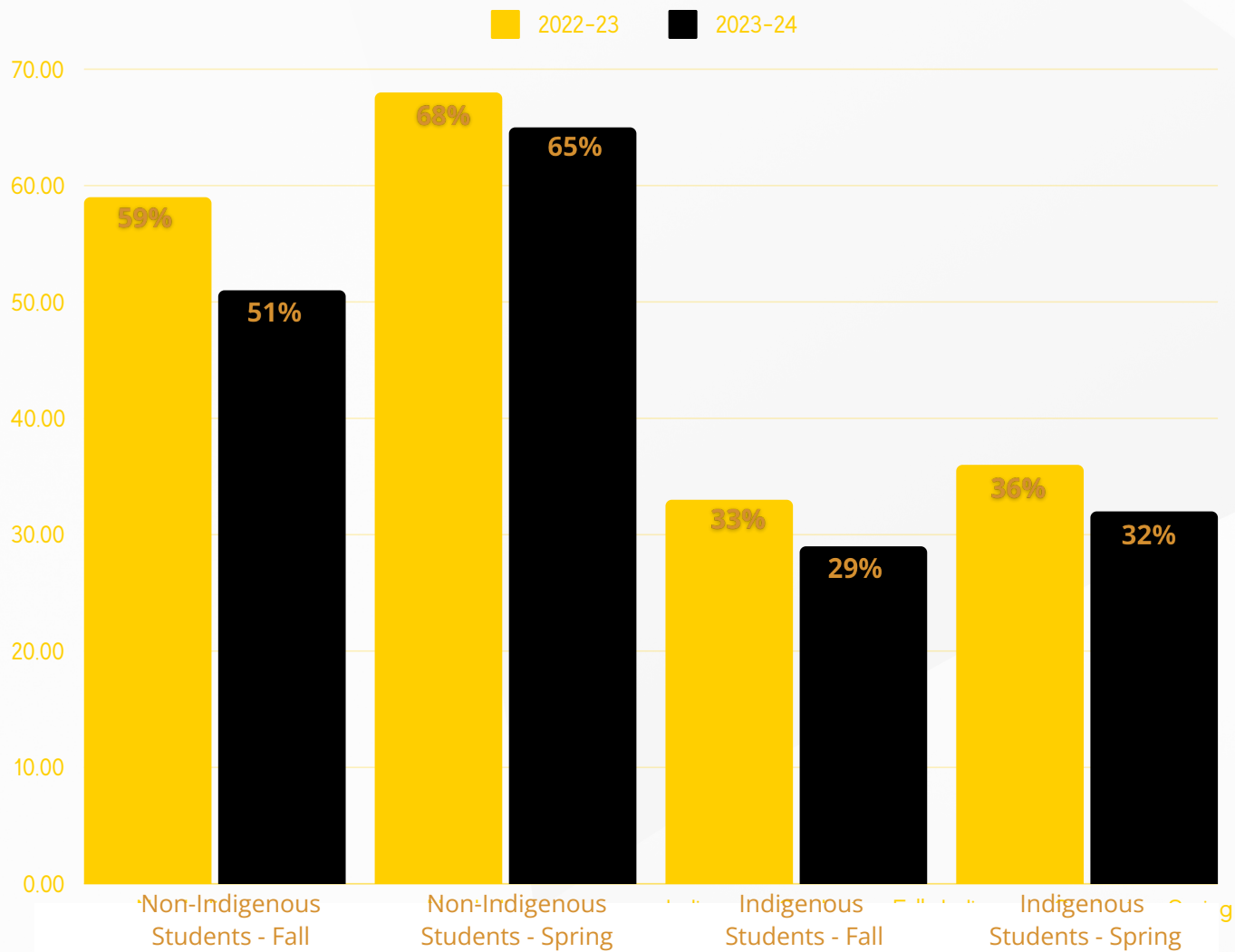
Summary

The Elk Island Catholic Schools Phonological Assessment (EICS PA) is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

All students in Grades 1, 2 and 3 completed the EICS PA assessment. Results indicate a significant decrease in the number of students identified as at risk at the end of the 2023-24 school year, with many indicators showing no students at risk at the end of the year.

LITERACY ACHIEVEMENT RESULTS

Division Fountas & Pinnell BAS I and II Data



Summary

The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth.

In the 2022-23 school year, we tested all students to determine their reading level. The following year, only students who were identified as "at risk" were tested. This accounts for what appear to be a drop in reading levels between years.

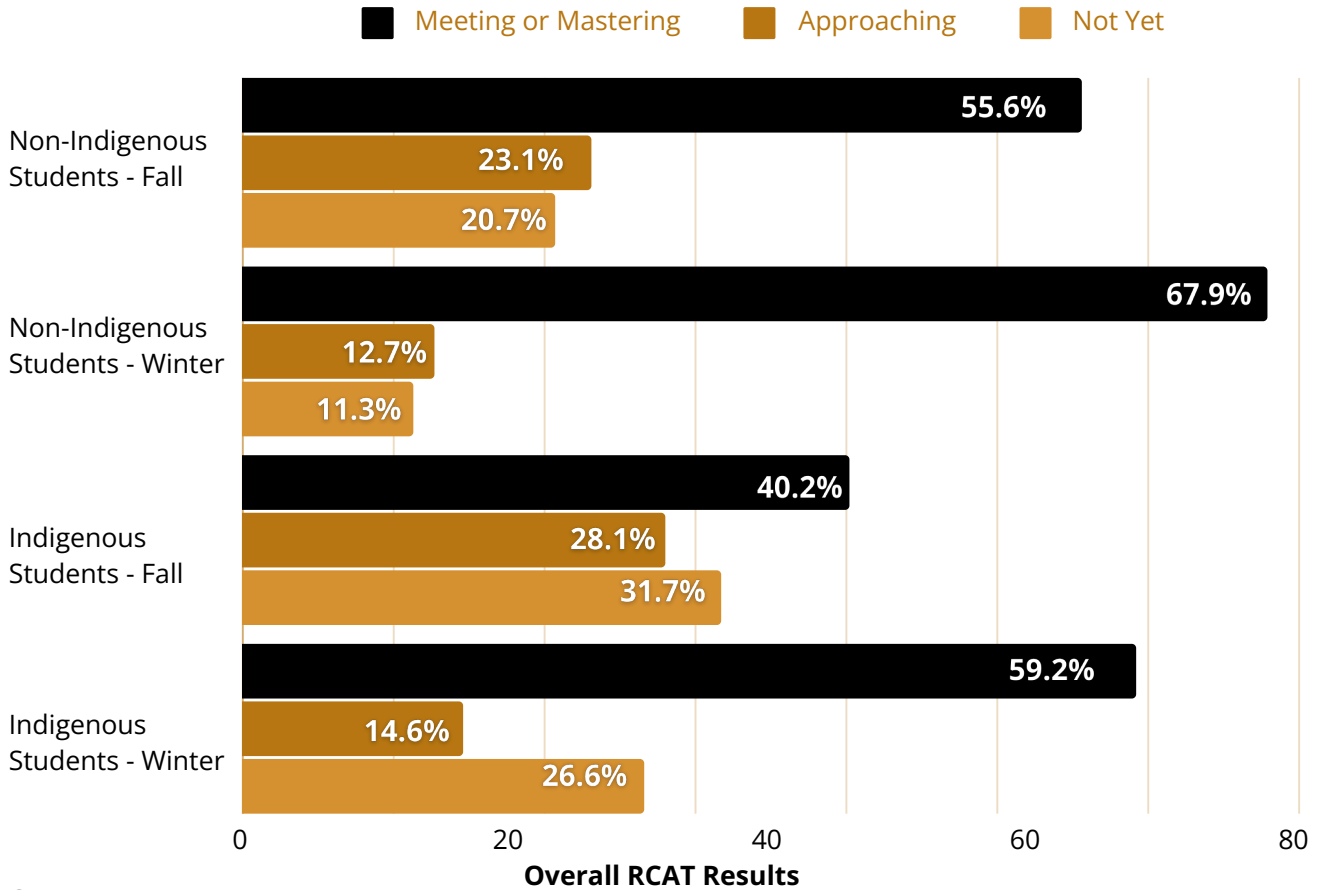
Both years, students showed overall improvement in their reading levels.

About Fountas & Pinnell BAS I and II Data



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

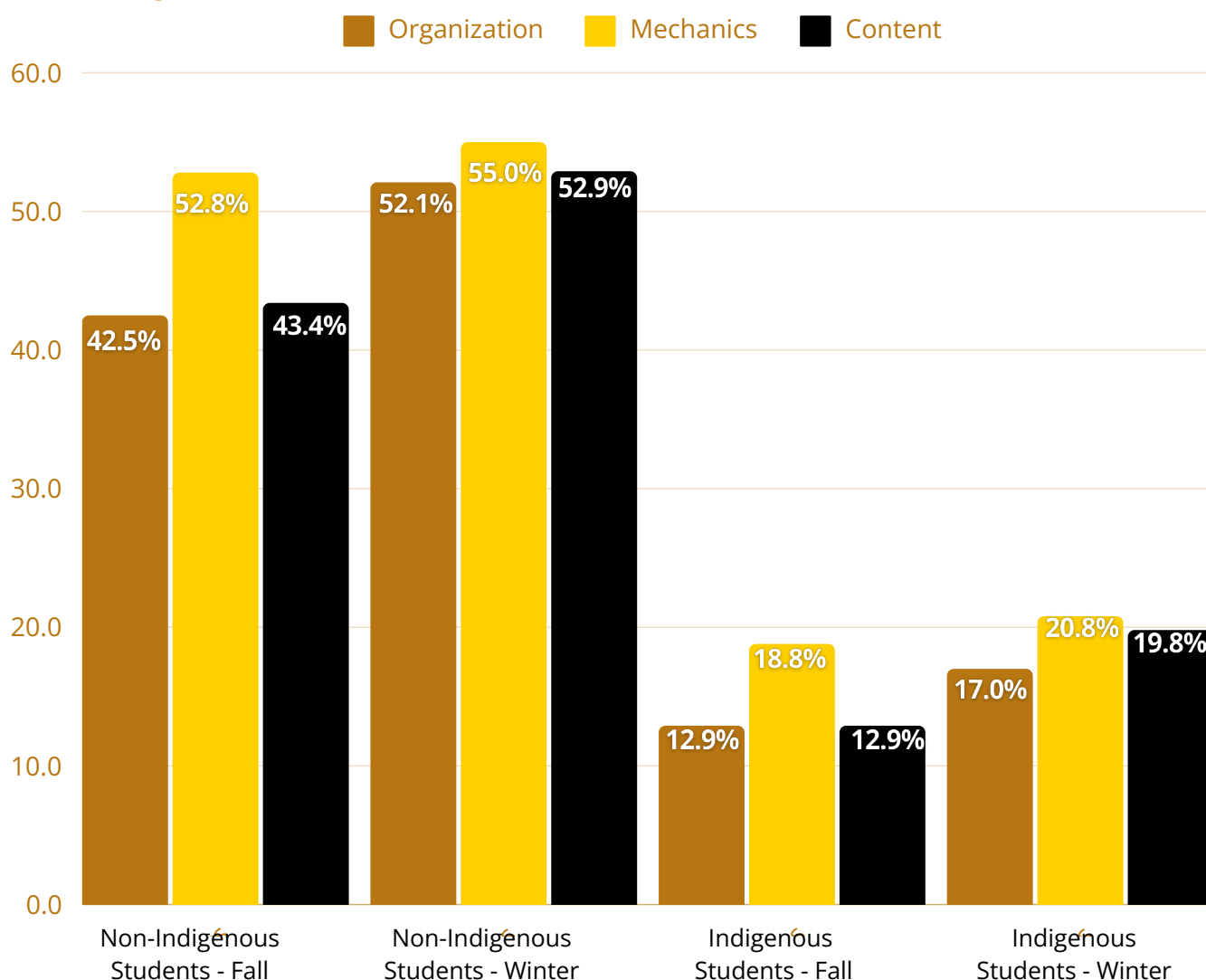
The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

This set of data indicate significant growth for all students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 15.4% greater than our Indigenous students; however, in the Winter assessments that achievement gap narrowed dramatically to just 8.7%.

About Reading Comprehension Assessment Tool Data

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

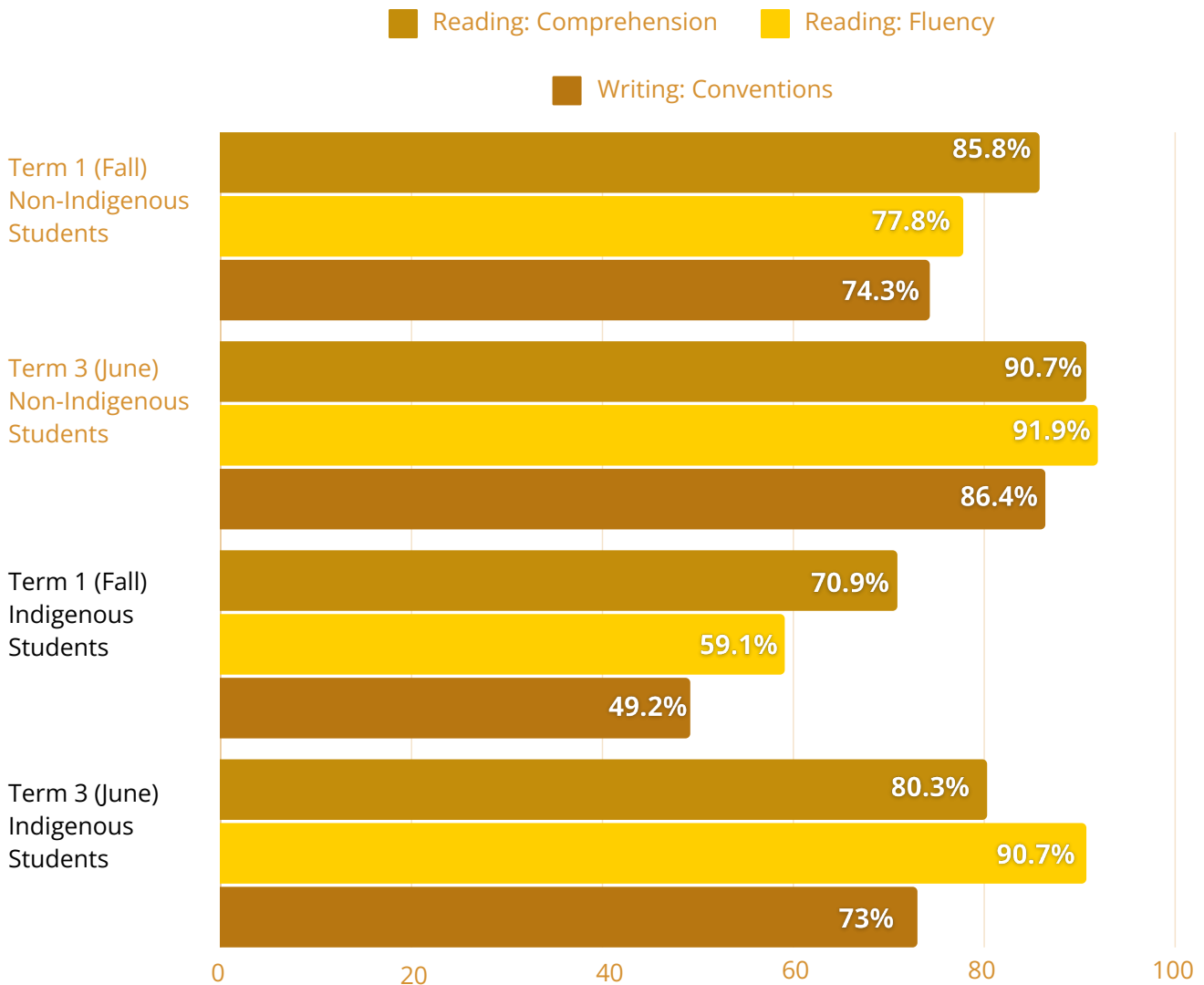
Summary

The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2023-2024 show that less than 50% of all students were meeting or mastering grade-level expectations in writing for content and organization during the Fall reporting period. For the winter reporting period more than 52% of students were meeting or mastering grade-level expectations. There remains significant room for improvement, especially narrowing the gap between non-Indigenous and Indigenous students. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

Percentage of Grades 1-6 students meeting or mastering expectations



Summary

The report card data indicate that from the Term 1 report to the Term 3 report there was a significant increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest that further important work is required to ensure our students meet all program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

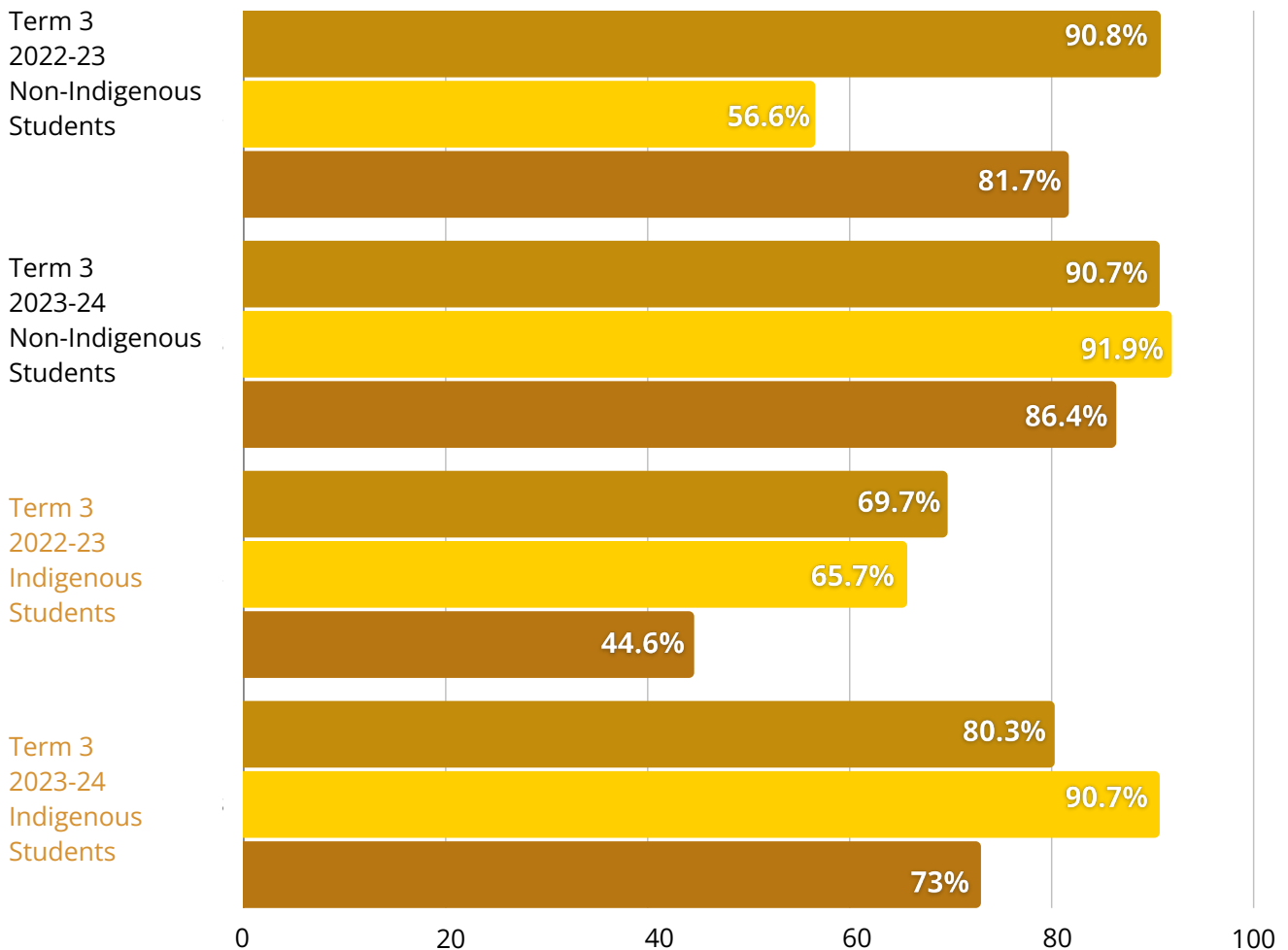
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison

■ Reading: Comprehension ■ Reading: Fluency
■ Writing: Conventions



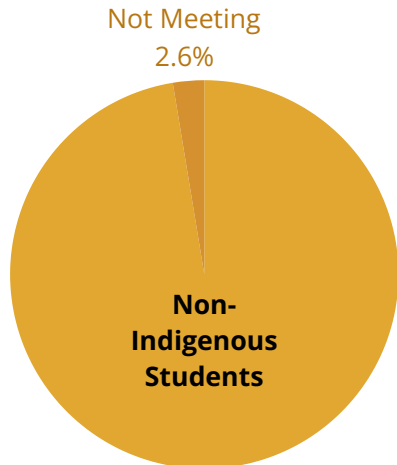
Summary

The year-over-year comparison of report card data indicates there was a significant increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. We experienced gains in reading performance amongst our non-Indigenous students and a gain amongst our Indigenous students compared to the previous year. While much work remains, efforts to improve achievement and eliminate the gap between our Indigenous and non-Indigenous learners are having a positive impact.

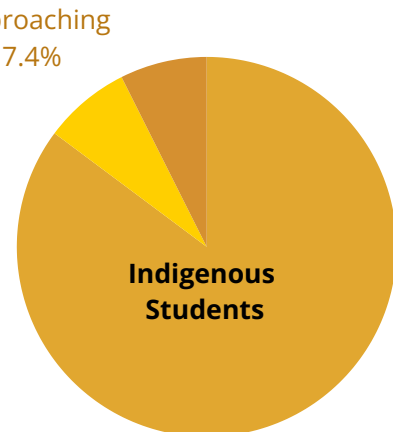
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 7-9 students meeting or mastering expectations - 2023-2024

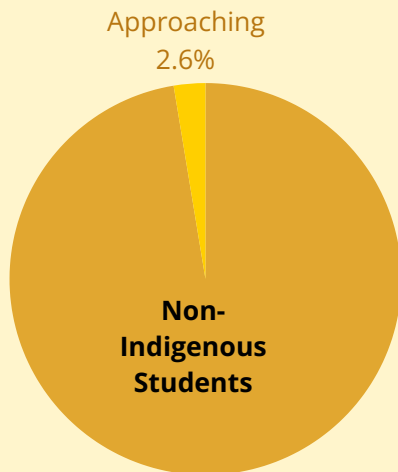


November 2023-24 Results

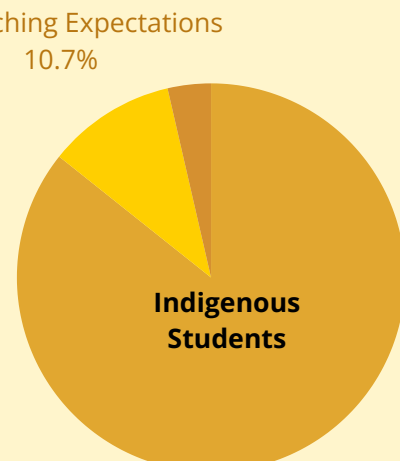


Meeting or Mastering
97.4%

Meeting or Mastering
85.2%



June 2023-24 Results



Meeting or Mastering
97.4%

Meeting or Mastering
85.7%

Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2023

Non-Indigenous Students



Indigenous Students



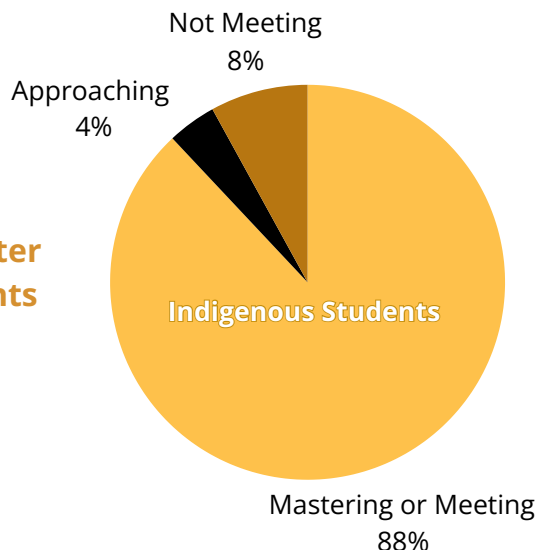
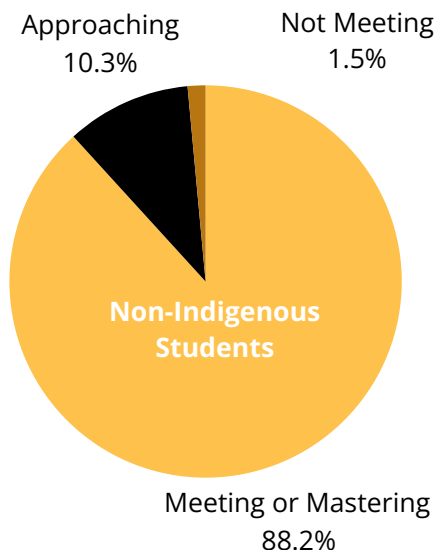
Summary

The Grades 7-9 school report card data indicate 97.4% of non-Indigenous students met or mastered grade-level expectations at the end of the 2023-24 school year, which is a slight increase from the previous school year. Amongst our Indigenous students, 85.7% met or mastered grade-level expectations, which is a significant gain of 10% from the previous school year.

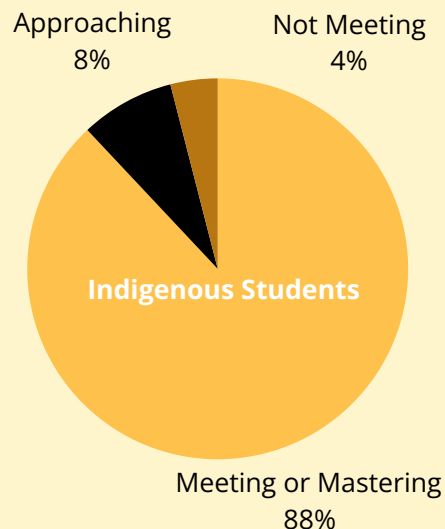
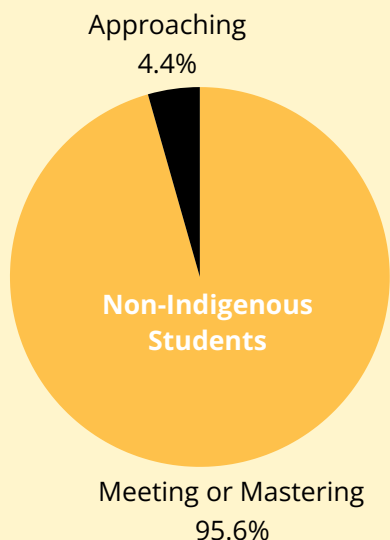
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 10-12 students meeting or mastering expectations: 2023-2024



Mid-semester assessments



End of course assessments

Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations June 2024

Non-Indigenous Students



Indigenous Students



Summary

The Grades 10-12 school report card data indicate that 95.6% of non-Indigenous students and 88% of Indigenous students met or mastered grade-level expectations at the end of their courses. The achievement gap between our Indigenous students and non-Indigenous students increased from 0.2% in the mid-semester assessments to 7.9% in the end-of-course assessments.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Grades 7-12



Summary

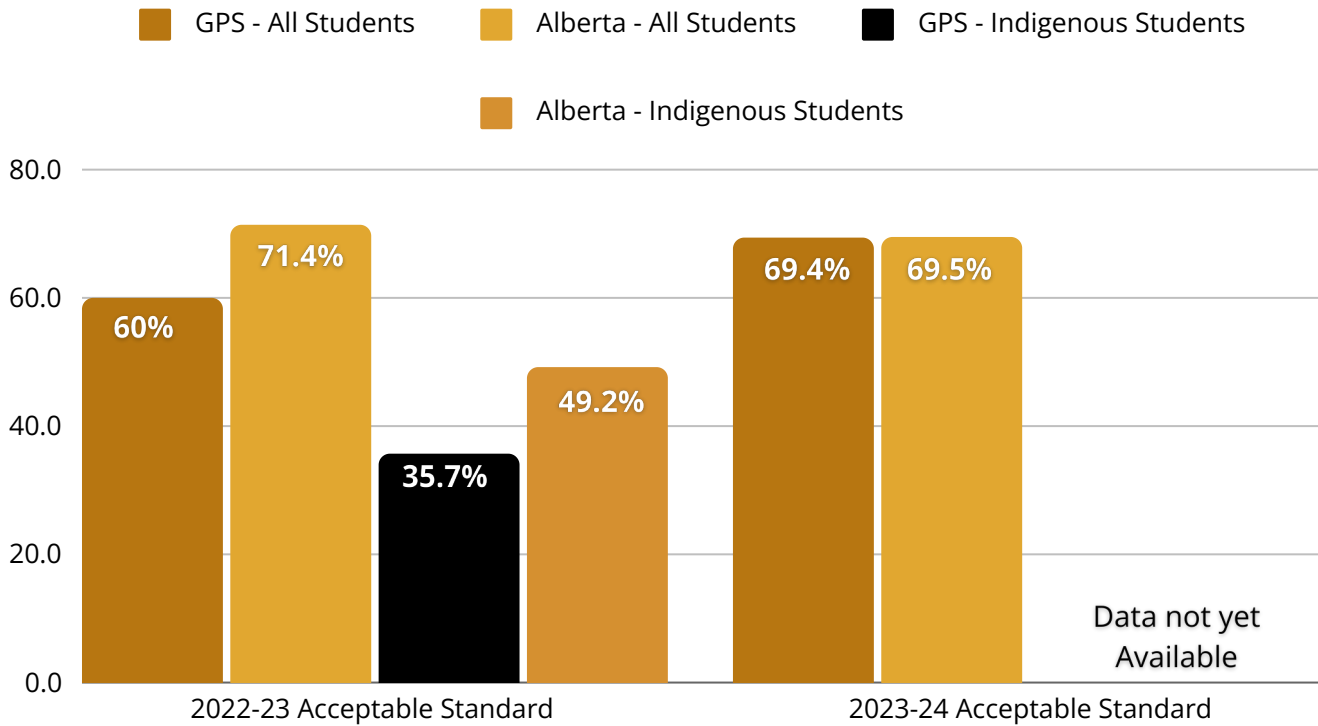
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. The literacy results from the survey are very positive and show the majority of students are confident in their reading abilities. They are slightly less confident in writing, which aligns with an identified area of growth in our site-based plan.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



Test results for all students writing

Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT increased from 60% to 69.4% in 2022-23, narrowing the gap between PRSD student performance and provincial student performance to 0.1%. Further work is required to close the achievement gap between Indigenous and Non-Indigenous students.

Grade 9 English Language Arts

Year-End Report Card Data



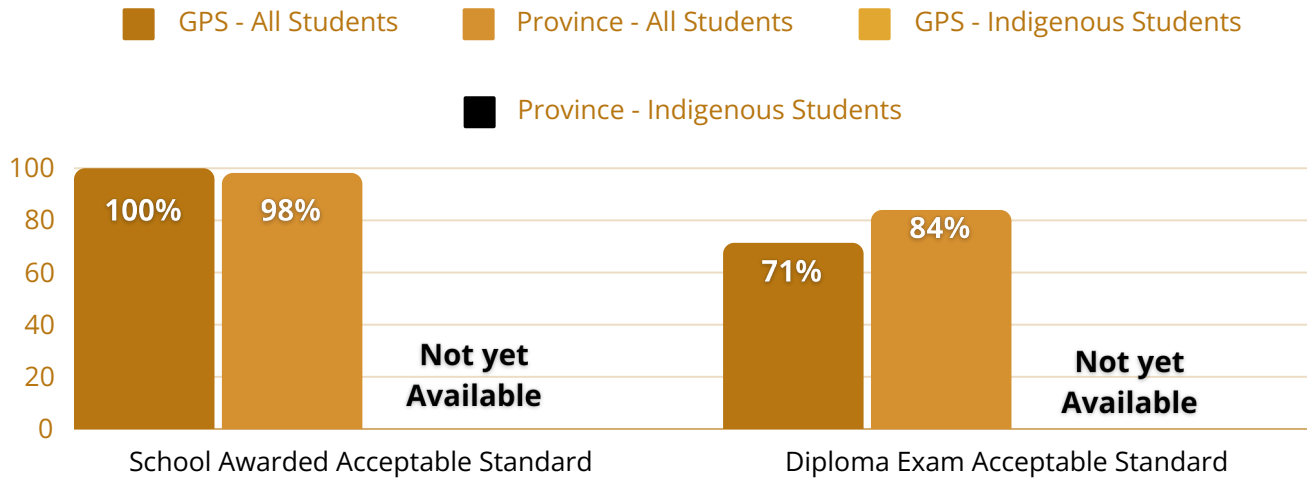
A Comparison

Year-end report card data indicate 88.9% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 69.2% of Indigenous students met or mastered the core outcomes.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

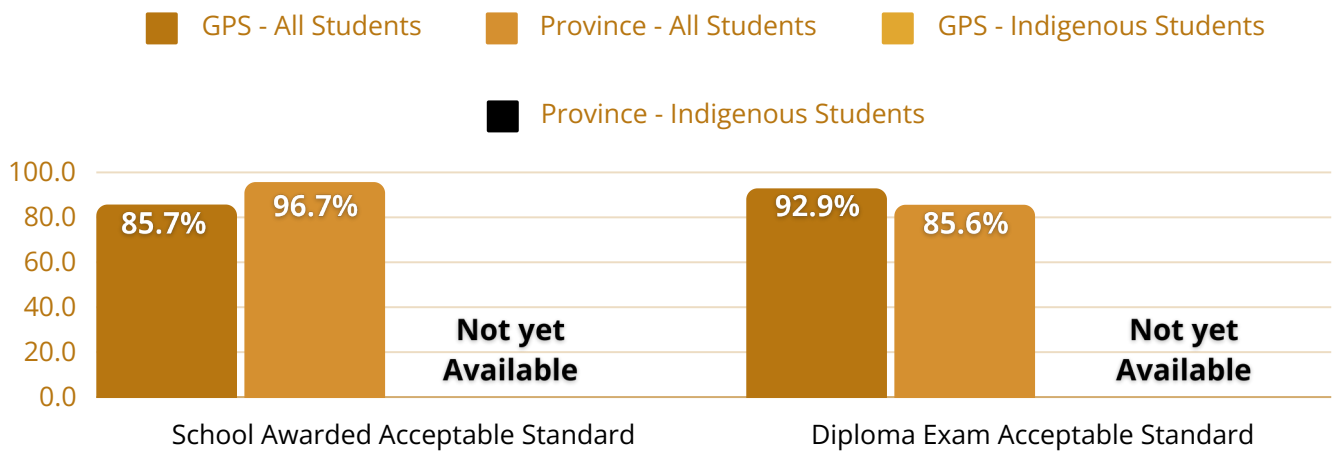
ELA 30-1



Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, every GPS student enrolled in ELA 30-1 in 2022-23 received a passing grade.

ELA 30-2



Summary

In 2023, 92.9% of our Indigenous students and 85.7% of our total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. The Blended Score (School-Awarded Mark combined with the Diploma Exam Mark) indicates that all students achieved an acceptable standard (100% success rate).

Summary of Literacy Achievement Results

General Statement

Local PRSD measures such as the EICS Phonological Awareness assessment, Fountas and Pinnell data, RCAT data, WAT (writing assessment) and year-end report card data, reveal growth in literacy development across grade levels during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts generally revealed that students have made gains in their literacy development; however, the overall growth in literacy development is not yet at the levels desired. Additionally, while Grimshaw Public School is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

Factors That Affected Results

The most recent achievement data indicates our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels. Finally, we are seeing a steep decline in the value that students place on PAT and Diploma Exams, leading to a frequent lack of preparation and frequent underperformance when compared to the rest of the school year.

Next Steps

Grimshaw Public School will continue to focus on literacy development for the upcoming school year and beyond. Writing will be a priority moving forward, as it is an identified area of growth. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated assessment and instructional practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

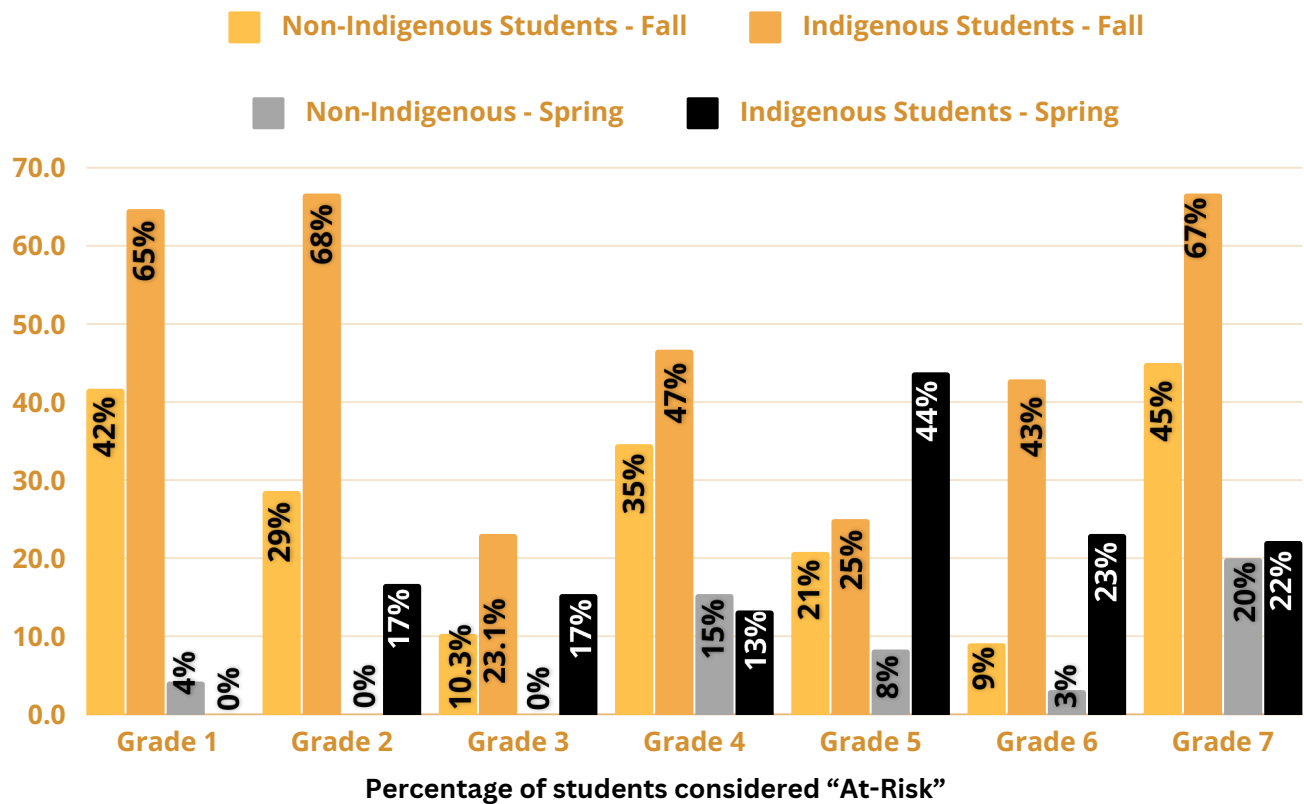
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Grimshaw Public School and the PRSD have invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. Throughout the year, teaching staff used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content and the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data. The student data has been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, Grimshaw Public School is able to identify and implement specific strategies to help narrow any gaps.

Grimshaw Public School staff work with a Divisional Program Coordinator for Numeracy who provides extensive supports for numeracy instruction both on an individual basis and through the Division's [Numeracy Framework](#).

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



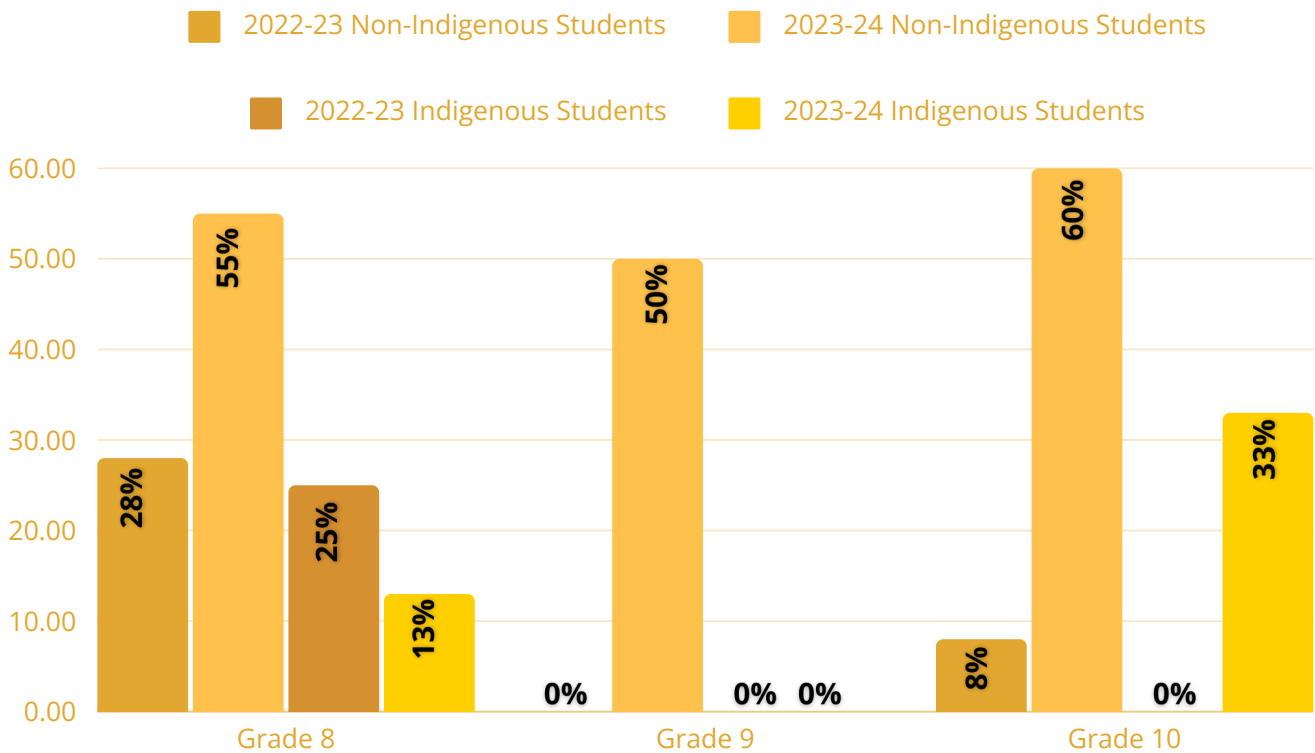
Summary

The EICS Math Assessment is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The 2023-2024 EICS Math Assessment data highlights several notable trends in numeracy performance among both Non-Indigenous and Indigenous students. In the early grades (1-3), Indigenous students demonstrated significant improvements from Fall to Spring, with a marked reduction in at-risk percentages. For instance, Indigenous Grade 2 students decreased from 66.7% at risk in the Fall to 16.7% in the Spring, and Grade 3 students reduced from 23.1% to 15.4%. Non-Indigenous students in these grades also showed modest reductions in at-risk percentages. In Grades 4-6, Indigenous students experienced varying levels of improvement. Grade 4 Indigenous students notably reduced their at-risk percentage from 46.7% in the Fall to 13.3% in the Spring, while Grade 6 saw less dramatic changes, maintaining relatively stable results. These trends emphasize the progress made by Indigenous students across most grades, underscoring the effectiveness of targeted instructional strategies implemented during the academic year. This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year.

Overview of Divisional Literacy and Numeracy Assessments

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

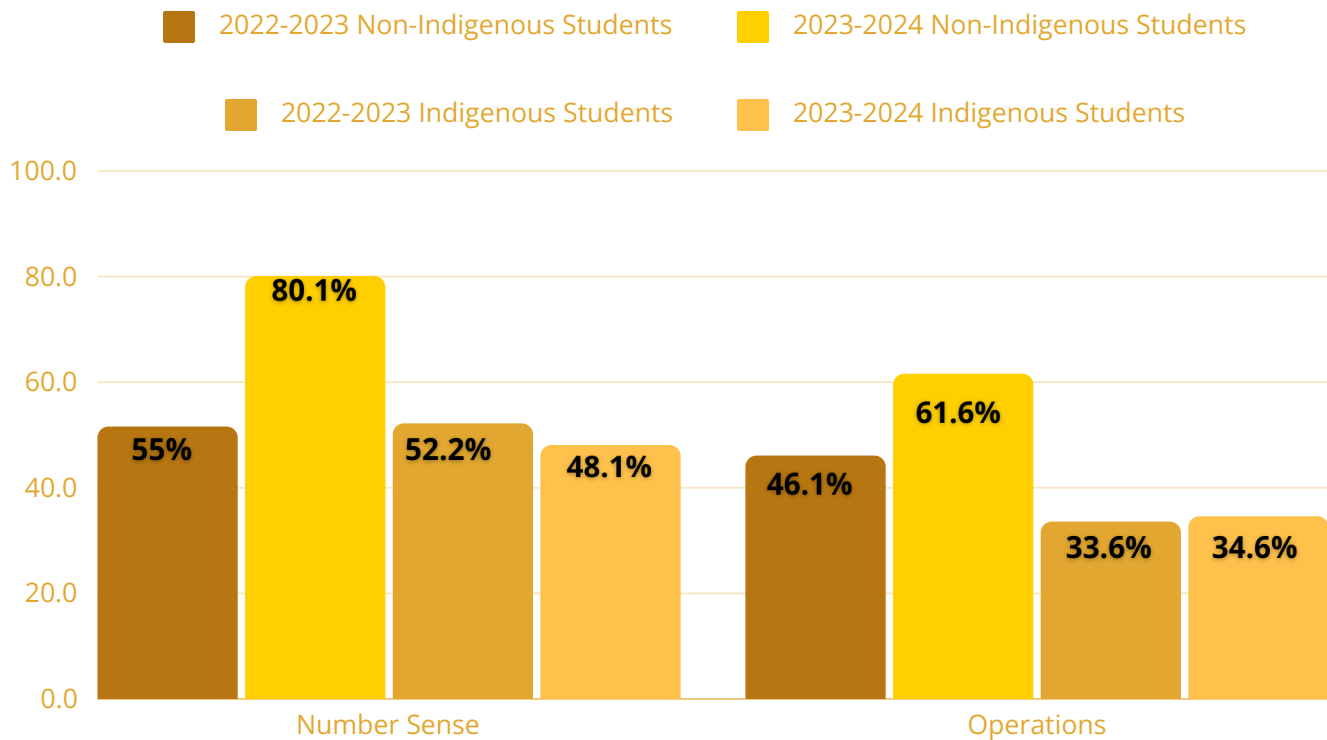
Summary

The MIPI was administered at the beginning of the year to determine how well students understood key concepts from previous year's work. The 2023-2024 results show a significant increase in overall achievement, however the results are still not at desired levels. A significant factor in this is the degree to which students valued the assessment, as well as the digital administration and timeframe. While there is still room to grow in numeracy, classroom data shows a more thorough understanding of mathematical concepts than the MIPI data would indicate.

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 1-9 year-over-year comparison of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The year-to-year comparison shows growth among our non-indigenous students in both number sense and operations. Trends in the data regarding our Indigenous students show us that further work is also required to eliminate the achievement gaps for our Indigenous students.

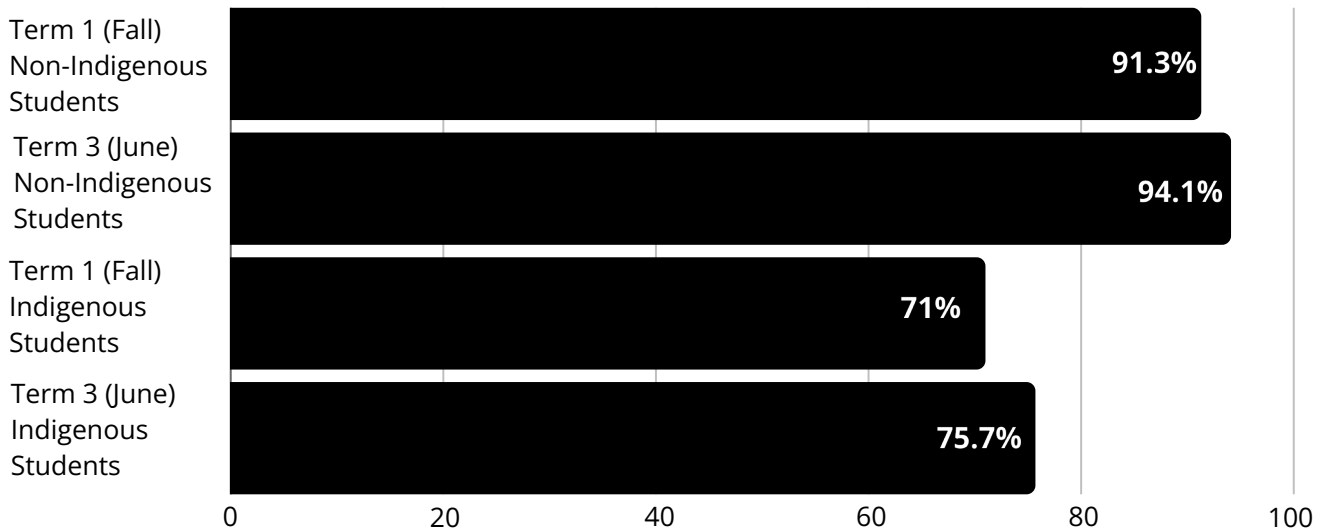
Overview of Divisional Numeracy Assessments



NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy

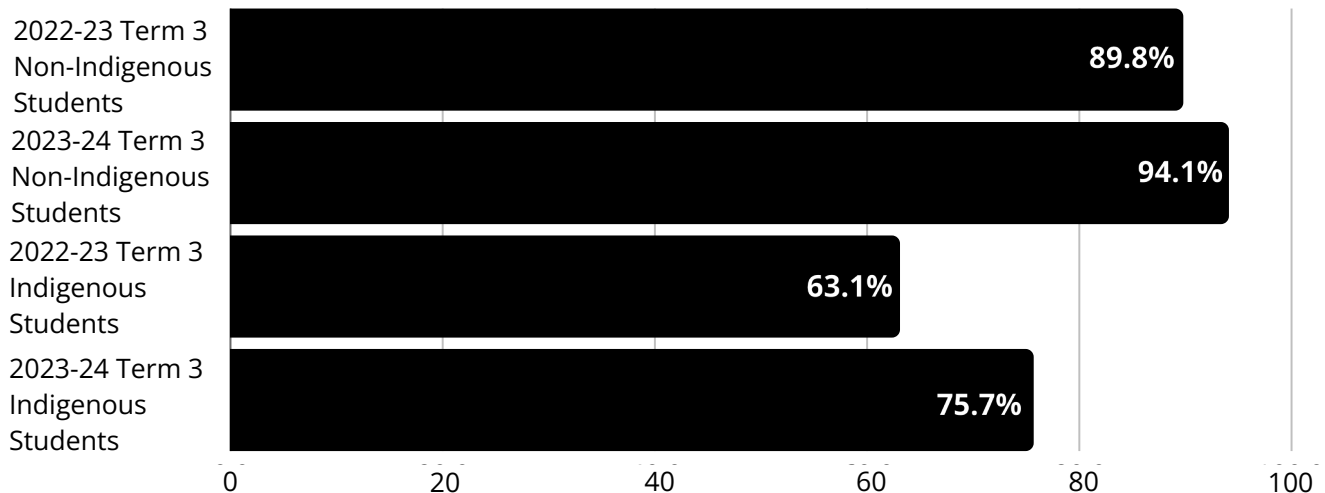
Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24 (Number Concepts)



Summary

The Report Card Data for the 2023-2024 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics, as well as a large overall percentage of students who have met or mastered Number Concepts. As shown in the graph below, growth is also evident in the results in a year-to-year comparison.

Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



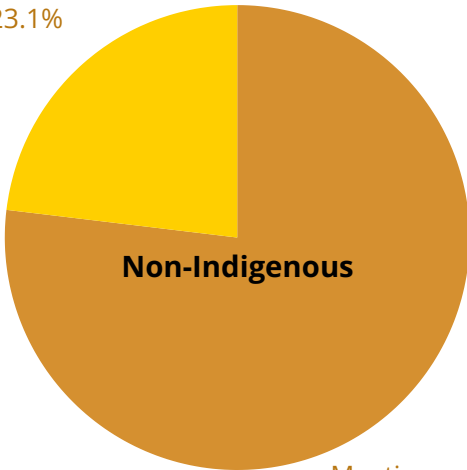
NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations

November Results

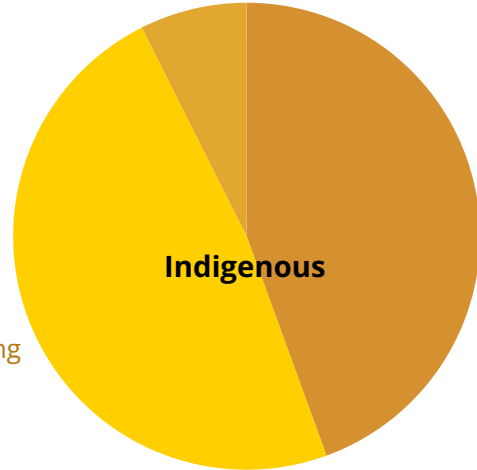
Approaching
23.1%



Non-Indigenous

Meeting or Mastering
76.9%

Not Meeting
7.4%



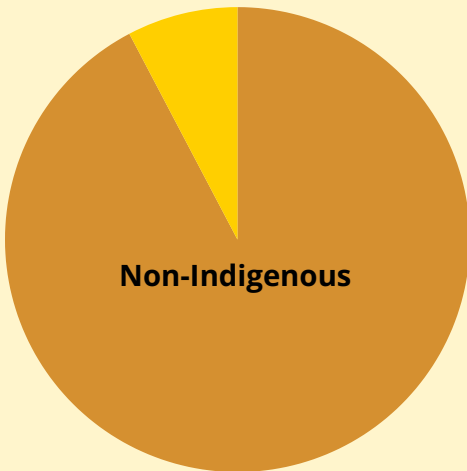
Indigenous

Meeting or Mastering
44.4%

Approaching
48.1%

June Results

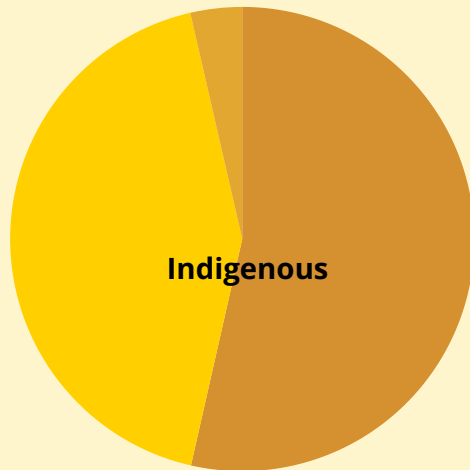
Approaching
7.7%



Non-Indigenous

Meeting or Mastering
92.3%

Not Meeting
3.6%



Indigenous

Meeting or Mastering
53.5%

Approaching
42.9%

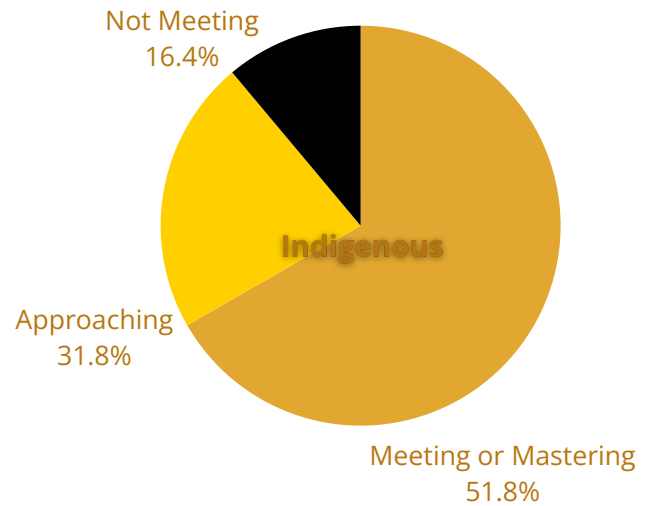
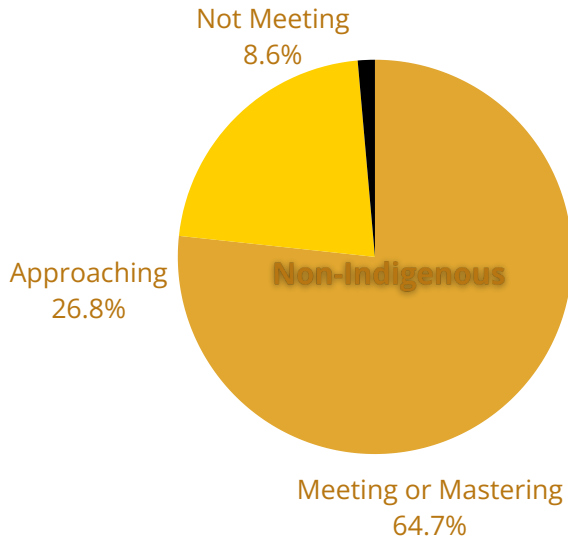
Summary

The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy increased for both our non-Indigenous and Indigenous students. An achievement gap continues to be apparent between Non-Indigenous and Indigenous students, which is an area of focus.

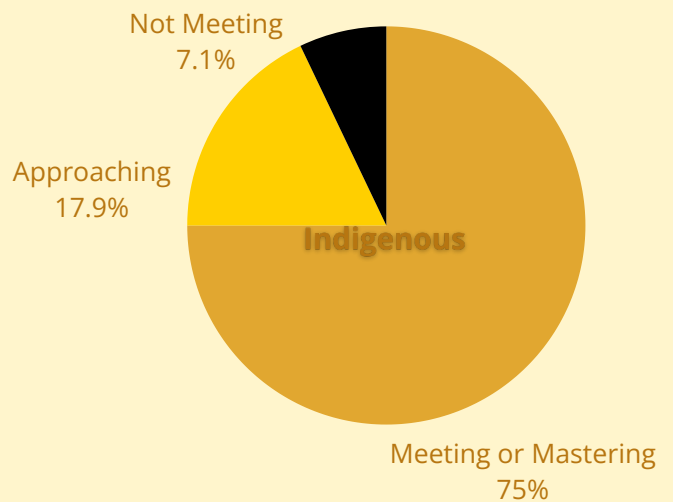
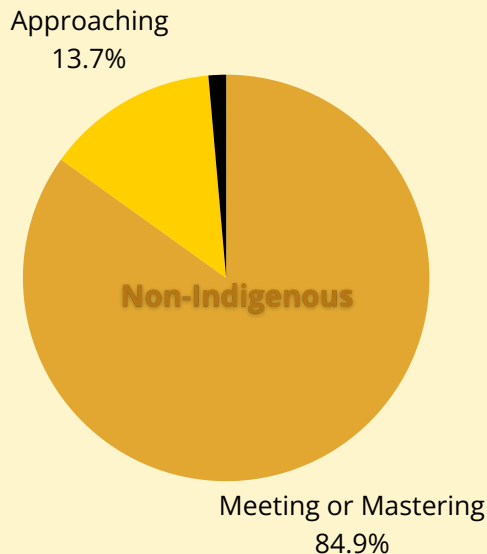
NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy: Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



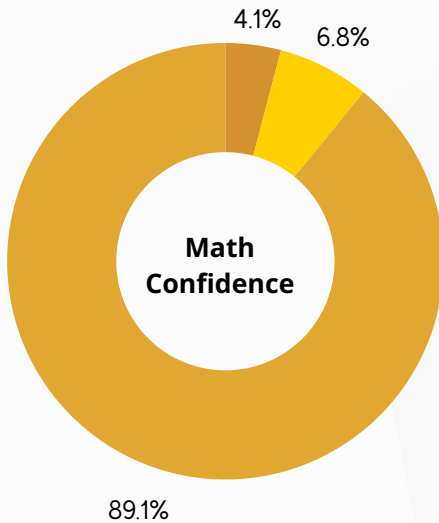
Summary

The Grades 10-12 school report card data show significant growth in the number of students who either met or mastered grade-level expectations at the end of their courses.

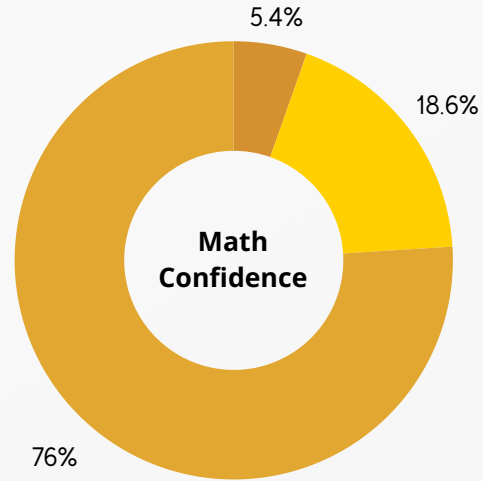
NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

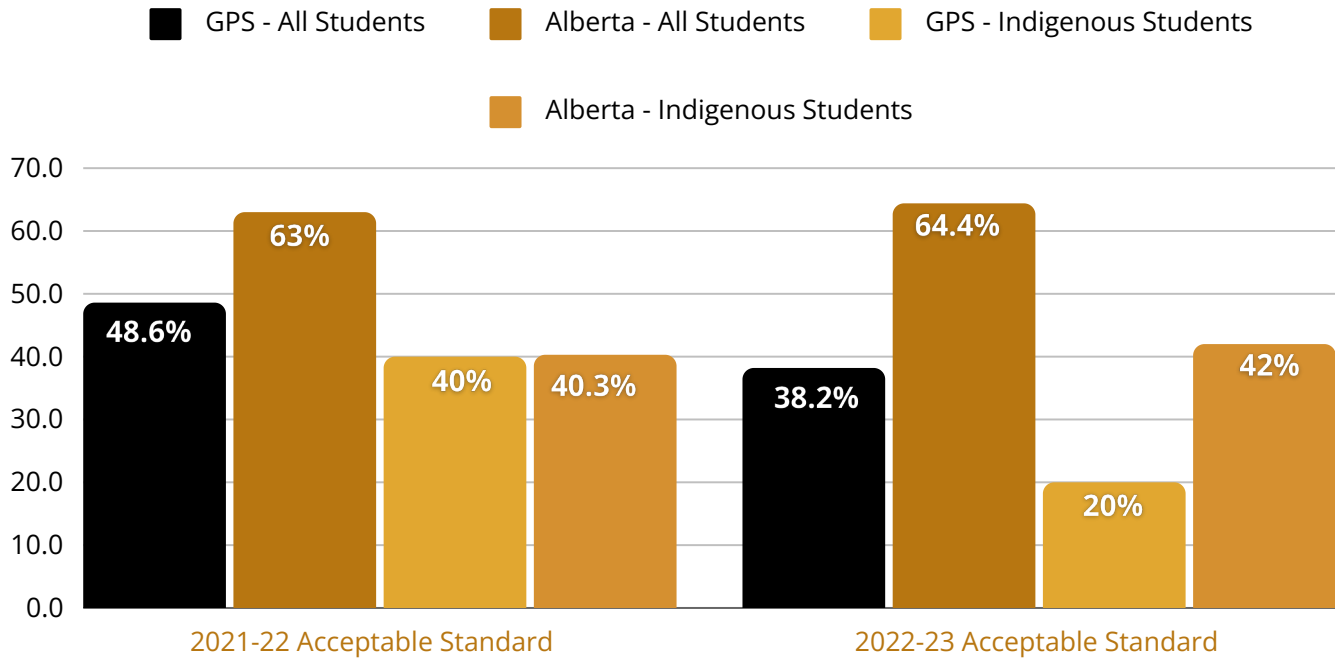
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 89.1% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 6 Students felt confident in their numeracy skills and 76% of Grades 7 to 12 students felt the same way.



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Test results for all students writing

Summary

The Grade 6 Math PAT results continue to be an area of focus for Grimshaw Public School. PAT exams were not written in the 2023-2024 school year, due to new curriculum updates.

Grade 6 Mathematics

Year-End Report Card Data

All Students

Number Concepts 78%

Indigenous Students

Number Concepts 36.4%

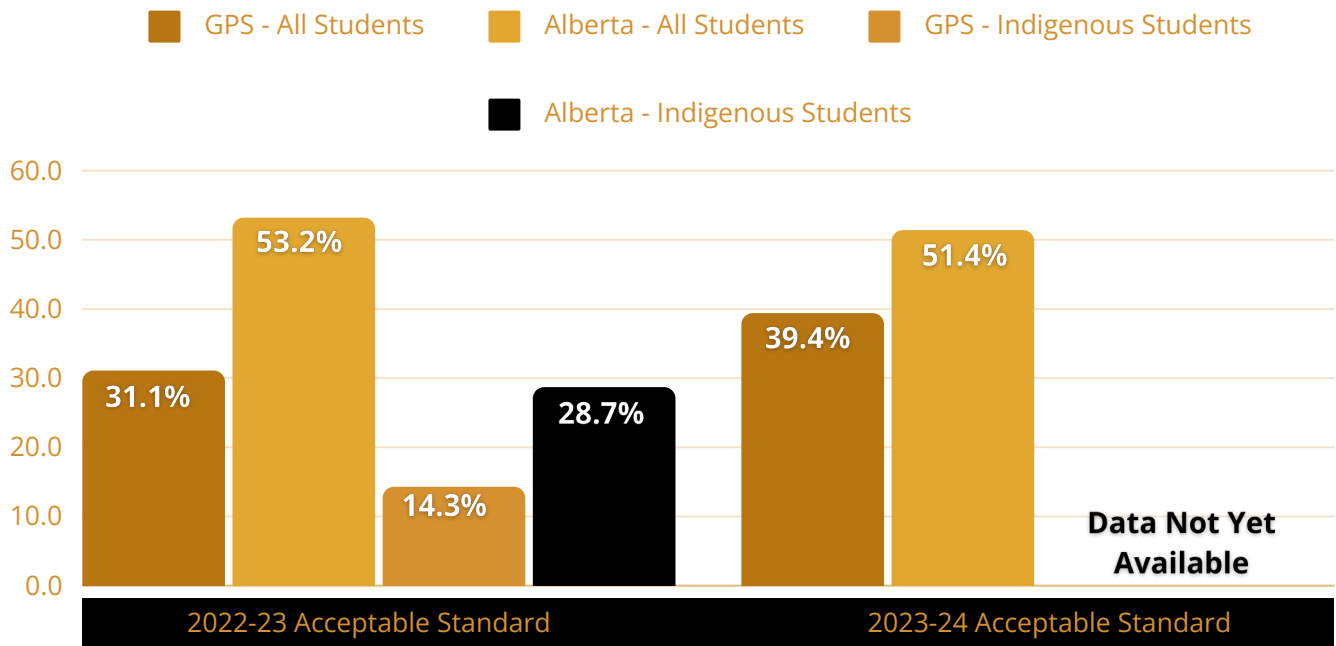
Summary

Year-end report card data indicate there continues to be an achievement gap between all students and our Indigenous students, a trend that is further evidenced in our PAT results. Our report card data does, however, show a larger percentage of students meeting or mastering grade-level expectations. Numerous factors can lead to this including multiple opportunities for assessment, test anxiety, and test preparation.

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics show improvement in test scores from the 2022-23 school year. While this is positive, Grade 9 Mathematics PAT results continues to be an area of focus for GPS.

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students



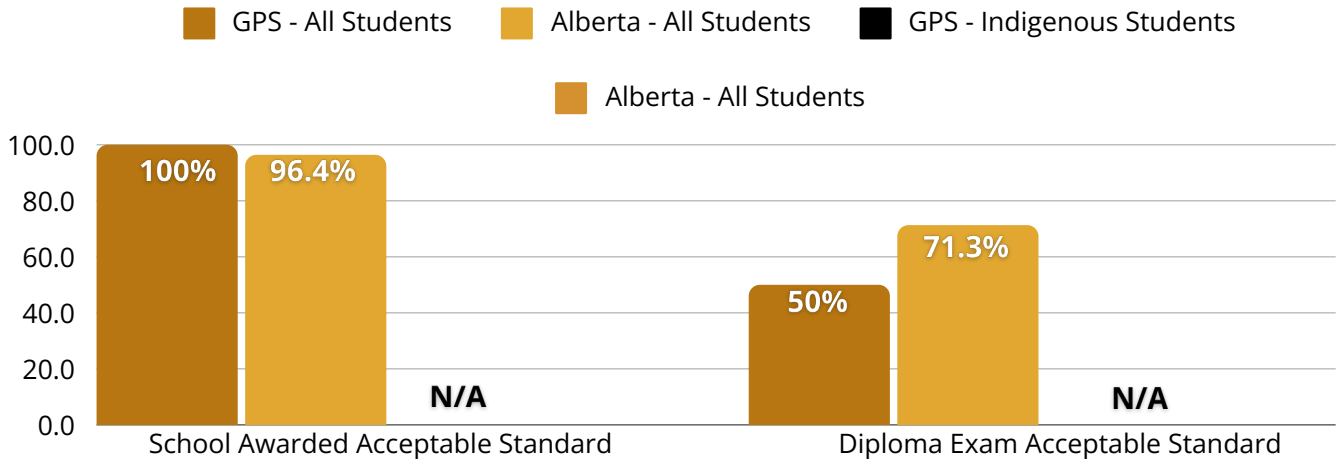
Summary

The year-end report card data indicate that 87.5% of our Grade 9 students were meeting or mastering grade-level expectations and 75% of our Indigenous students were meeting or mastering grade-level expectations. Working with our schools to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

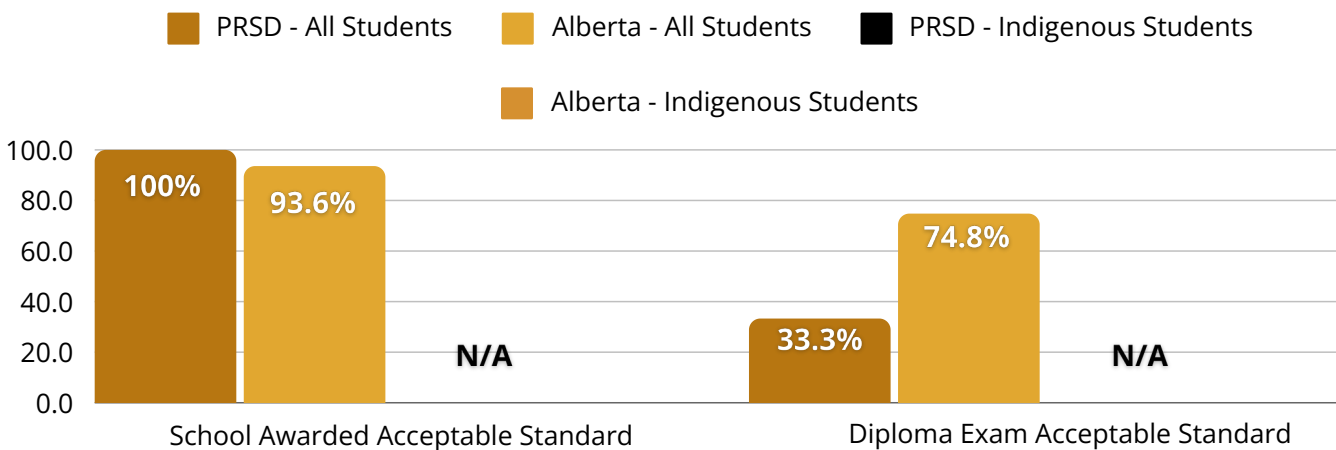
Math 30-1



Summary

In the 2023-24 school year, our achievement data for Math 30-1 indicate that 100% of our students achieved a blended score acceptable standard compared to 95.4% provincially. Moving forward, a priority is to help students to improve their performance on the diploma exam.

Math 30-2



Summary

In the 2023-24 school year, GPS' achievement data for Math 30-2 indicate that 100% of our students achieved an acceptable standard on the school awarded mark and the blended score. Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

Summary of Numeracy Achievement Results

General Statement

Local PRSD measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, Elk Island Catholic Schools Mathematics Assessment (EICS MA) and year-end report card data, revealed growth in numeracy development across grade levels throughout the division during the school year and from the previous year. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their numeracy skills and abilities had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in mathematics were generally less favourable, and the gaps between the school and provincial performance are concerning, as are the continued gaps in achievement between our Indigenous and non-Indigenous learners. While students were overall successful in their courses, preparation for standardized assessments, as well as ongoing discussion regarding their importance and test-taking strategies continues to be an area of focus.

Factors That Affected Results

Grimshaw Public School's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels. In addition, students overall articulate that they do not value or prepare for standardized assessments such as PATs and Diploma Exams.

Next Steps

Grimshaw Public School's focus on numeracy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills as the foundation for overall academic success. Efforts will continue in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students.



SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

In an effort to ensure the needs of all students are met, staff members support students through the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data

Number of BSPs Implemented



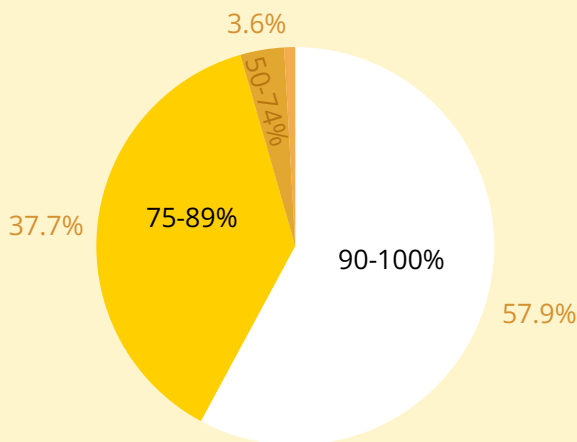
Number of IPPs Implemented



Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 21 BSPs and 72 IPPs implemented in the 2023-2024 school year. The total population of students enrolled at GPS in the same school year was 395. As such, **approximately 2 in every 10** students in GPS required specialized supports during the school year as part of their educational programming.



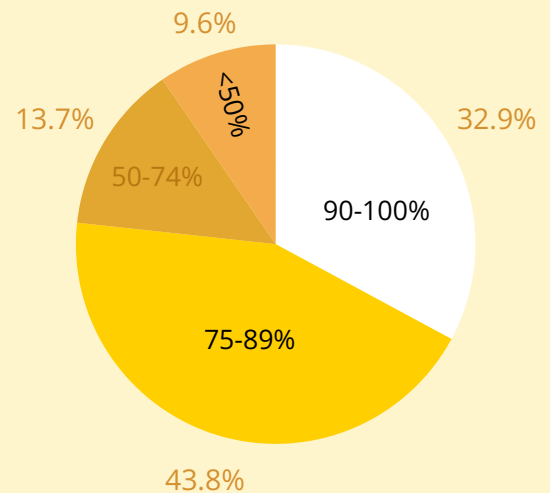
Attendance Data: Non-Indigenous Students



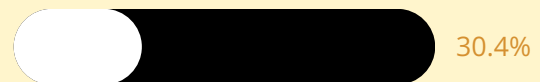
Previous Year 90-100% Attendance



Attendance Data: Indigenous Students



Previous Year 90-100% Attendance



Summary

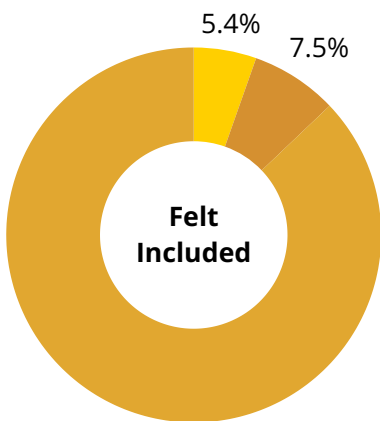
The 2023-2024 attendance data indicate that 58% of Grimshaw Public School's non-Indigenous students attended school over 90% of the time. This compared to only 33% for our Indigenous students.

Grimshaw Public School's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. Pre-pandemic attendance rates were much higher than current rates of attendance, and efforts to improve attendance will continue.

INCLUSIVE EDUCATION PRACTICES

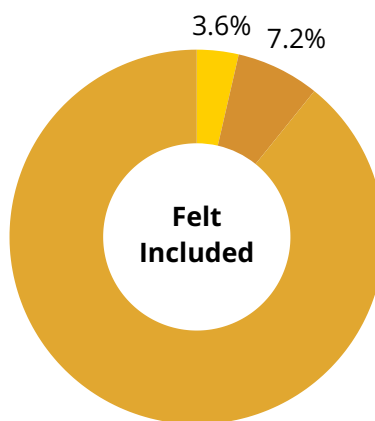
PRSD Education Assurance Survey Results: Goal Three - Inclusion

Grades 3-6



87.1%

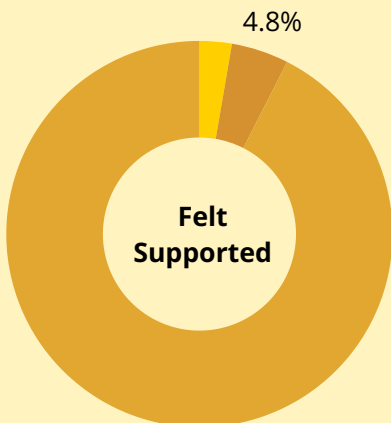
Grades 7-12



89.2%

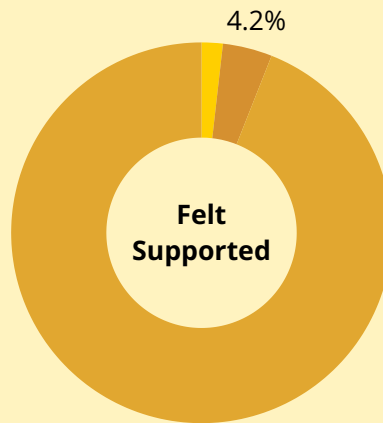
- Agree
- Somewhat Agree
- Disagree

Grades 3-6



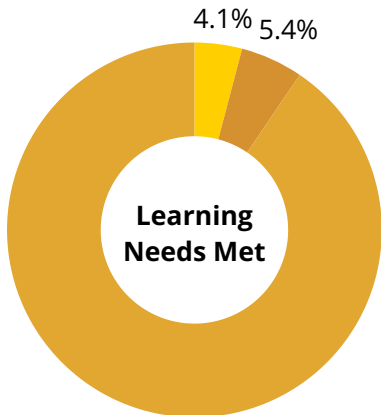
92.5%

Grades 7-12



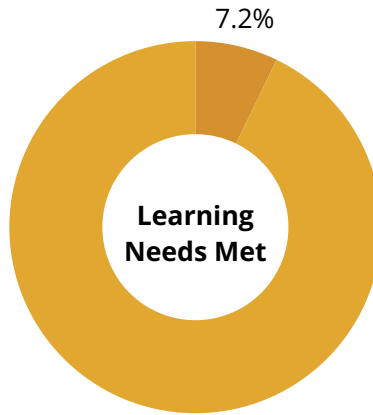
94%

Grades 3-6



90.5%

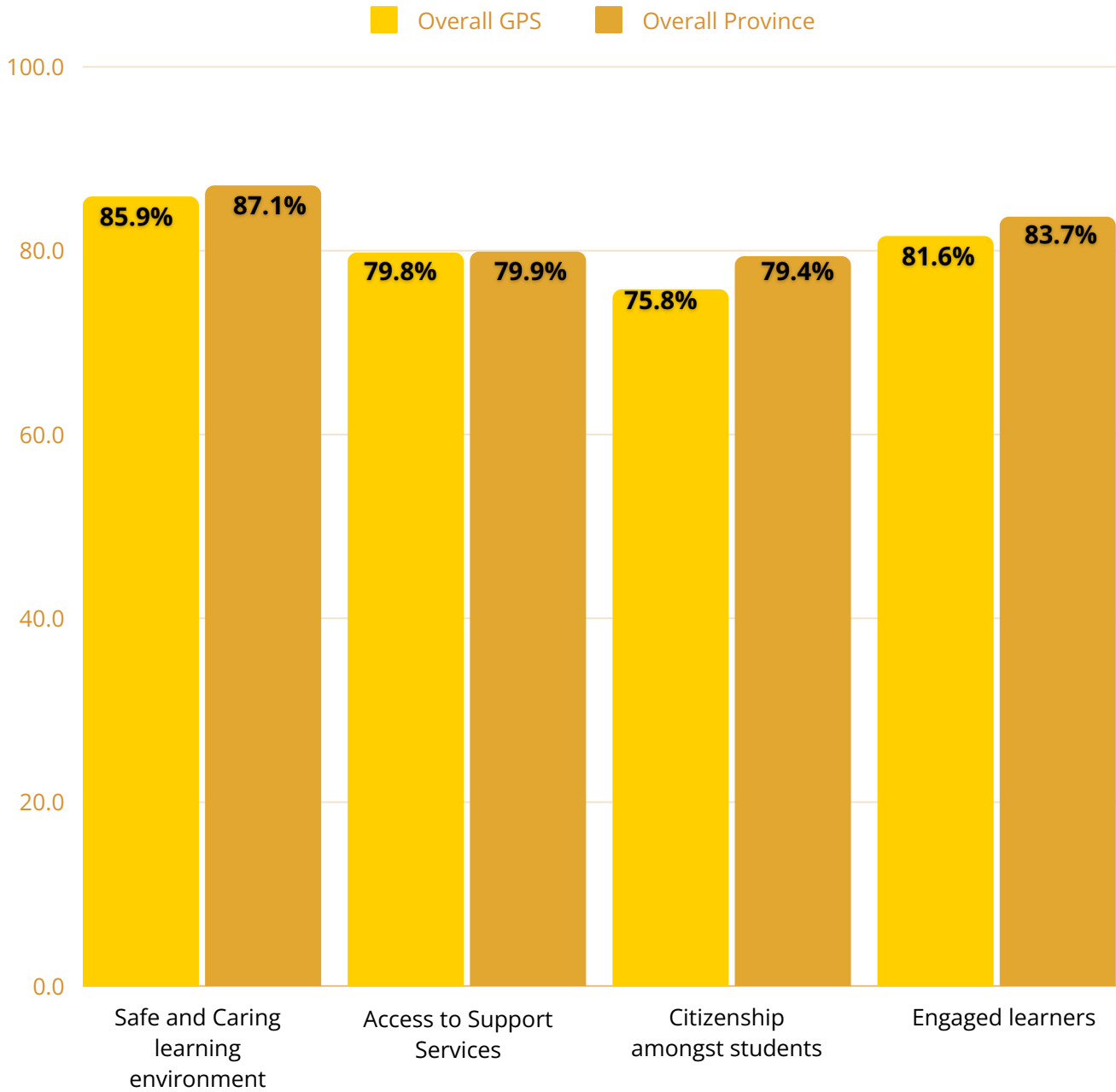
Grades 7-12



92.8%

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results



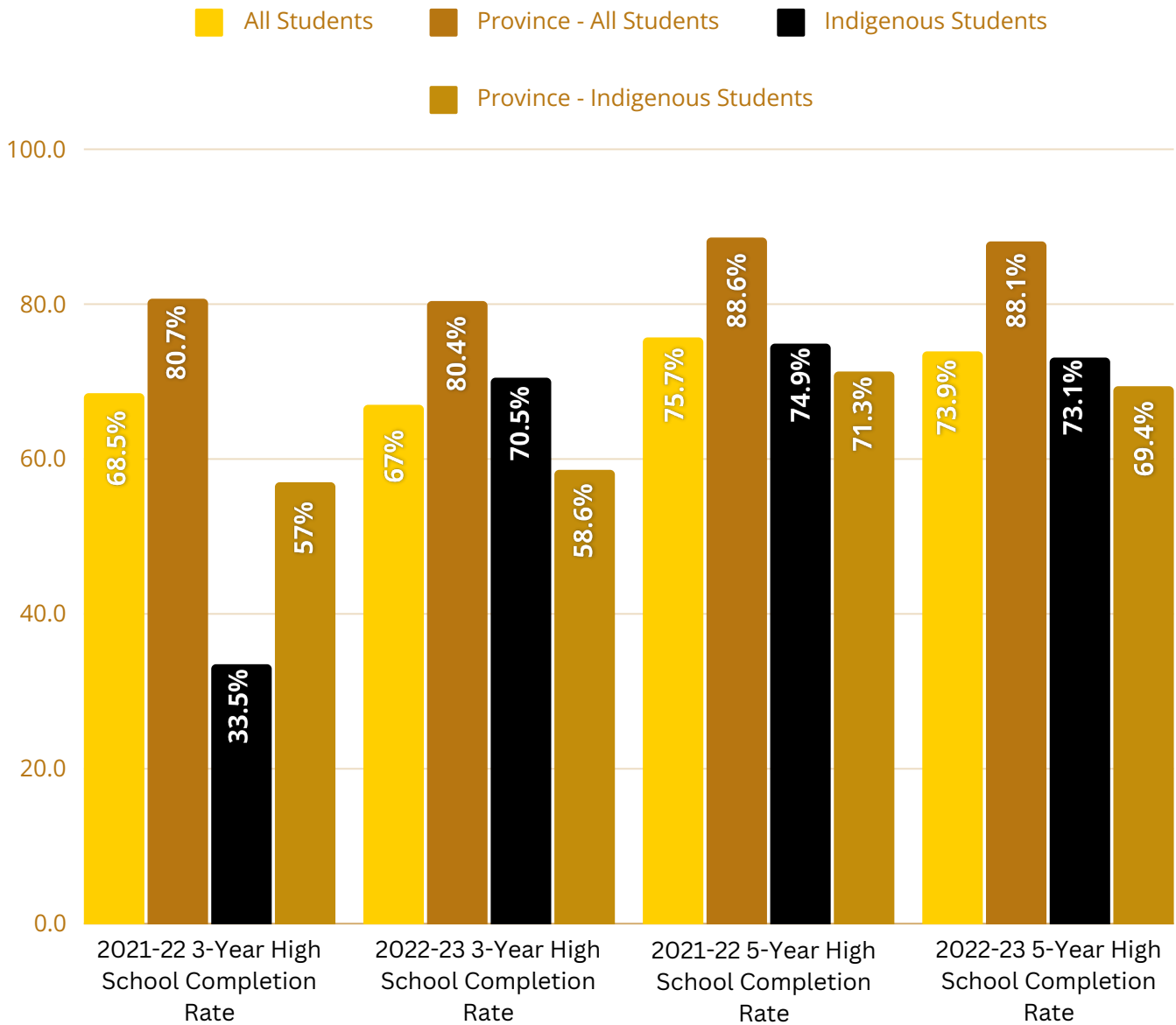
Percentage of students, parents and teachers who agree

Summary

Based on provincial data, GPS is very slightly below the overall provincial percent average in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, GPS maintained or improved from the previous year. When data is disaggregated to separate student data, the results are much higher.

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: High School Completion Rates



Summary

This graph shows the number of students who graduated after three or five years of high school. In Alberta, once a student reaches Grade 10, it is an expectation that they will complete high school within three, four, or five years.

High School Completion Rates continue to be an area of focus. It is a celebration that high school completion rates for Indigenous students is higher than the provincial average for both three and five year completion rates.

Summary of Inclusion Education Practices

General Statement

Overall, based on PRSD and ABED survey data, Grimshaw Public School students felt included, safe and well supported in their schools throughout the 2023-2024 school year. Divisional and Provincial data also showed that a majority of our students felt their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, the parent data was not as high as the student data. This points to a need for increased communication and parental involvement at the school level. At the high school level, graduation rates in 2023-2024 were fairly steady compared to both the previous 3-year and 5-year average for our overall student population. 3-year graduation rates for our Indigenous student population showed a significant increase. Attendance rates for 2023-2024 continue to be lower than our target with only 58% of our non-Indigenous students and 33% of our Indigenous students attending 90% or more of the time. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

Grimshaw Public School continues to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Grimshaw Public School will continue to focus its efforts to improve attendance rates during the 2023-2024 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. Our school will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF FINANCIAL RESULTS

Budget Report

Peace River School Division No. 10
2023-2024 Spring Budget

SCHOOL: Grimshaw Public School

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Funding Framework Allocation	\$223,290	
Total AB ED: Service & Supports	\$223,290	
% of Revenue and Allocations to Budget Center	100%	

Total Revenue and Allocations to Budget Center **\$223,290**

Expenditures

Contracted Services	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Pd Expenses - Certificated	\$9,000	
Pd Expenses-Uncertificated	\$5,000	
Professional Fees	\$500	
Staff & Public Relations	\$500	
Postage & Telephone	\$1,500	
Meeting Expenses	\$1,000	
Field Trips	\$15,000	
Bldg Ground Maintenance	\$5,000	
Equipment Maintenance	\$0	
Total Contracted Services	\$37,500	
% of Expenditures	17%	

Supplies	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Supplies	\$128,390	
Library Supplies	\$40,500	
Furniture & Equipment	\$10,000	
Total Supplies	\$178,890	
% of Expenditures	80%	

Uncertificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Uncertificated Subs	\$0	
Total Uncertificated	\$0	
% of Expenditures	0%	

Certificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Certificated Subs	\$6,900	
Days of School Certified Subs	30.00 Days	
Certified: Substitute Teacher: Daily Rate	\$230.00	
Total Certificated	\$6,900	
% of Expenditures	3%	

Total Expenditures **\$223,290**

SUMMARY OF SCHOOL FINANCIAL RESULTS

CONTINUED

SCHOOL: Grimshaw Public School - Budget Report

2023-2024 Spring Budget

Summary

	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Revenues and Allocations To Budget	\$223,290	\$0
Total Expenditures	\$223,290	\$0
Variance	\$0	\$0



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