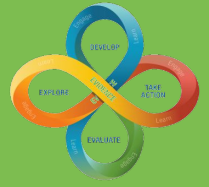


Education Plan for Greely Road Public School
Christopher Organ, Principal
Spring 2023



Greely Road Public School
SCHOOL ASSURANCE
Doing What's Best for Kids



Dear Stakeholders,

Greely Road Public School takes great pride in serving Gregoire's students, families, and community. Opened in 1982 and celebrating its 40th year, Greely Road has seen many changes, including moving from a K-8 model, to an ECDP-grade 6 school, and as the population has become smaller, happily sharing the building with the Fort McMurray Fort McMurray Islamic School. We are proud of the supports we are able to provide our students and families, including numerous after school clubs, a breakfast program, and family nights.

For the 2022-2023 school year, Greely Road School has a student population of 78, 3.5 teachers, a 0.25 counselor, and 0.4 administration, as well as 4 EAs and an admin assistant. All of our classes are combined as ECDP/K, 1/2, a 3/4, and a 5/6. We have an FNMI population of 10% (8), an ELL population is 11% (9), students utilizing an IPP account for, 20% (15), with another 11% (9) on a mild moderate plan. Our early childhood population accounts for 25% (20) of our school population.

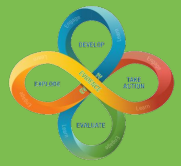
While small, Greely Road School offers much to our students and community. In cooperation with the Islamic School, we can offer all sporting clubs to our students, Tech and Trades clubs, and Art clubs. Also, the students work diligently on leadership as we continue to build our school culture. The breakfast club, run by some of our students and an EA, is a massive part of ensuring our students receive the best start of the day possible and offers a mixture of quick grab-and-go breakfast and, on occasion, a hot option; no child at Greely Road School will go hungry. Through our AEA survey, it is clear all stakeholders feel Greely Road School is a caring and safe environment. It is also evident the same stakeholders see Greely Road School as a learning environment that promotes positive citizenship.

We are also seeing improvement in some of our areas which require attention. The first area of improvement that is being addressed is student engagement. Last year we saw a significant drop in students and parents who felt students were engaged in their learning. This year, the staff is working diligently to improve hands-on learning experiences for the students, as well as introducing authentic assessments and utilizing some of our PLF time to improve in this area. Communication between home and school has also been prioritized to ensure parents are aware of the learning in the classroom. Through our literacy data collection, it is evident student literacy is another area of concern. We have had continuous improvement since September. We continue to support students grades 1-6 through intensive literacy support, where students work with a teacher outside of the classroom on letter recognition, phonics, fluency, and comprehension. This is in addition to staff who are taking professional development on their own and in PLF's and implementing instructional strategies in their classroom. Also PLFs are targeted towards literacy through the use of division resources and CRM.

I am happy to report that our staff works collaboratively to support our students, as we all realize that every Greely Road School student's success is the responsibility of all staff. We are proud of the report we are presenting that was made in cooperation with the parents and staff of Greely Road School. Greely Road students and staff and parents understand our school is a place to love, learn, and lead. We grow together at Greely Road.

Thank you,
Chris Organ
Principal
Greely Road Public School





FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

We have reduced the number of students who are at risk in literacy in half by 30%. Half of the students we which have started with us since September no longer require intensive literacy support.

Year over year Our School Survey reports indicate a 12% increase in a sense of belonging, a 20% increase in interest and motivation, and a 9% increase in expectations for success.

72% of our parents have responded to our most recent AEA survey. A significant jump from our previous years average of 20%

AREAS FOR GROWTH

While we were able to reduce anxiety by 5% our 4/5/6 student body has a much higher anxiety level than the national average.(Our School Survey)

While we have made great progress in literacy skills among our students, 30% of our students require intensive literacy support as they are at risk.

LOCAL CONTEXT

Greely Road Public School takes great pride in serving Gregoire's students, families, and community. While we have become smaller over the past decade we work very hard with the community to serve the needs of our students, We are proud to offer intensive literacy support, a breakfast program, and numerous clubs in partnership with the Fort McMurray Islamic School..

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS
 - o We will be focusing on the Regulated Classroom, and focusing on student mental health.
 - o Leader in Me training so teachers can provided students with the skills to become leaders and reduce anxiety.
 - o We will continue to work with our LAC and division to enhance our literacy strategies.
2. PHYSICAL RESOURCES
 - o *Understanding Poverty by Ruby Payne (PLF Book Study)* to provide staff with some understanding of the factors and solutions for supporting our families and student mental health.
 - o Resources to support literacy. (Reading Resources, gamification of literacy resources)
3. HUMAN RESOURCES
 - o The LAC, in cooperation with the Principal, continues to do intensive literacy support
 - o Training staff to teach the Regulated Classroom program to our students.

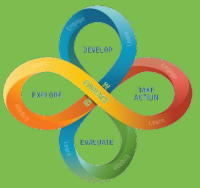
INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- By June, 2024 85% of our students will not require Tier 4 literacy supports, which include intensive out of class phenome, decoding, and comprehension skill lessons with admin and the LAC.
- Students will be within 5% of the national average when measuring levels of anxiety by June 2024.



Greely Road Public School
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority Area #2 Maintain Safe and Caring Learning Environment and Supports.

DESIRED OUTCOME: -Students will be within 5% of the national average when measuring levels of anxiety by June 2024.

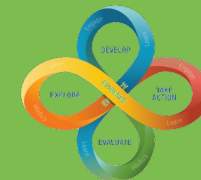
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>We were able to reduce anxiety by 5% year over year, yet students have more anxiety than the national average by almost double. (Our School Survey)</p>	<p>Students are having trouble understanding what is and what is not in their control and how to focus on what they can control.</p> <p>We will continue to to work on pause, think, act strategies with our students as some students are not pausing and thinning, rather, they are quick to react.</p> <p>Students do not yet have the skills to co regulate, which will lead them to self regulation/ .</p>	<p>Leader in Me Training which will help the students with self reflection skills, boost their confidence and, provided them the tools for organization, planning and cooperation which will help reduce anxiety.</p> <p>Consistency in language across the school from the staff, in terms which relate to coregulation, as well as Leader in Me.</p> <p>Regulated Classroom training for the administration, the LAC, which will allow us to support staff in the PLF's.</p>	<p>Understanding circles of control (LIM) in order to work with the students on being able to focus on what they can control. Utilizing the course resources during a set block for the whole school once a week. Improving teacher training for Leader in Me and utilizing the online resources.</p> <p>Improving home communication on the 7 habits, so parents can share the language with their children and work in cooperation with the school to support student well being and reduce anxiety.</p> <p>Regulated Classroom strategies to help students and staff co regulate.</p> <p>We will be creating calming activities which can be done at the start of the day and after each recess to help students regulate following transitions.</p>	<p>Improved results on the fall Our School Survey, specifically on the measure of student anxiety.</p> <p>We will track the number of visits to the school counselor, where anxiety was a factor.</p> <p>We will track student visits to the office, with specifics in powerschool log entries.</p> <p>We will have the full teaching staff begin training in the regulated classroom by September 30th, 2023.</p> <p>By the November Our School Survey our students will be within 15% of the national average when measuring levels of anxiety.</p>	<p>By June students will be within 5% of the National Average.</p>



Greely Road Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority Area #4 Strengthen Quality Teaching and Learning

DESIRED OUTCOME:

By June, 2024 85% of our students will not require Tier 4 literacy supports, which include intensive out of class phenome, decoding, and comprehension skill lessons with admin and the LAC.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Currently, 30% of our students are at risk in reading, fluency, accuracy, and reading comprehension. This is an improvement over the start of the year with 50% at risk. (Fountas and Pinnell data tracking)</p>	<p>While many of our students have shown strong fluency in terms of accuracy and smoothness, our Fountas and Pinnell assessments show there are still issues with comprehension. In other words when the students read it sounds great, but they do not always understand or have the strategies to retain what they are reading.</p> <p>Decoding phonemic awareness for our younger readers in grade one and two. This is an ongoing</p>	<p>We will have some staff turnover so it will be vital to bring our new staff up to speed with the strategies we are finding success with.</p> <p>A focused and concerted effort must be made through CRM, PLF, classroom interventions, and small group work to improve student reading, fluency, accuracy, and reading comprehension.</p> <p>Training in fluency and reading comprehension strategies.</p> <p>Phonemic awareness strategy training and decoding.</p>	<p>Reading Eggs and Lexia.</p> <p>Our team supports students with universal /whole class strategies and small group & individual interventions such as read alouds, gamification of literacy, Daily Five, and empowering writers.</p> <p>During our PLF's we will focus on Training in fluency and reading comprehension strategies lead by the administration with support from our experienced staff.</p> <p>Phonemic awareness strategy training and decoding lead by our LAC who has extensive knowledge and training in literacy strategies.</p> <p>Further learning and PD on the Science of Reading.</p> <p>This data will be tracked on an in school spreadsheet which is shared by all teachers to monitor student growth. Students who are not progressing our of tier 4 interventions will result in a focused CRM on what we can do to further support this student,</p> <p>Literacy groups have been set up and running based on LENS, CC3, and previous Fountas and Pinnell scores, this will carry over to the fall.</p> <p>We will continue to share our literacy progress with parent council every reporting period, in addition to at home communication specific to each child.</p>	<p>Students in division one will start to improve one letter level by November 2023, and students in Division two will demonstrate through common assessments higher comprehension, as well as F&P testing although we recognize that the jump from one letter to the next in division two requires more time.</p> <p>Continued tracking by teachers with the CC3 and LENS and intervention strategies.</p>	<p>By June, 2024 85% of our students will not require Tier 4 literacy supports, which include intensive out of class phenome, decoding, and comprehension skill lessons with admin and the LAC.</p>

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1853 Greely Road School

Assurance Domain	Measure	Greely Road 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	60.2	88.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.0	87.4	79.7	81.4	83.2	83.1	High	Maintained	Good
	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	48.3	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.7	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	74.5	92.3	98.1	89.0	89.6	90.3	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	91.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.3	88.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.5	89.6	100.0	78.8	79.5	81.5	High	Declined	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1853 Greely Road School (ESL)

Assurance Domain	Measure	Greely Road School (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1853 Greely Road School (FNMI)

Assurance Domain	Measure	Greely Road School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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6. 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 Exam 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.



Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9180)

OurSCHOOL Greely Road School Highlights

Your version of the **OurSCHOOL** student survey measures 17 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 25 students in this school that participated in the survey between 14 Feb. 2023 and 14 Feb. 2023. The number of students by grade level is:

- grade 4: 8
- grade 5: 9
- grade 6: 8

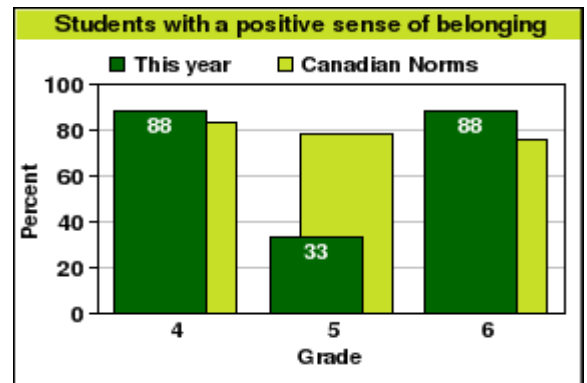
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

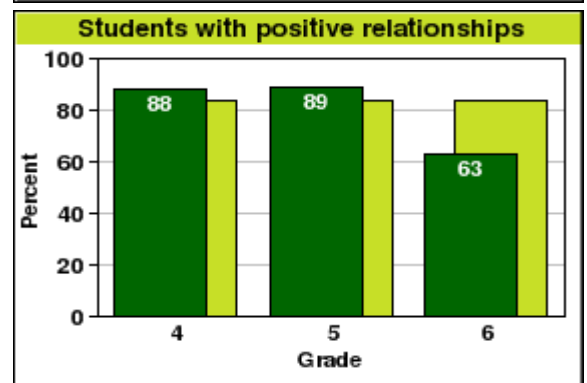
- 68% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 80% of the girls and 62% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 80% of students had positive relationships; the Canadian norm for these grades is 84%.
- 80% of the girls and 85% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.



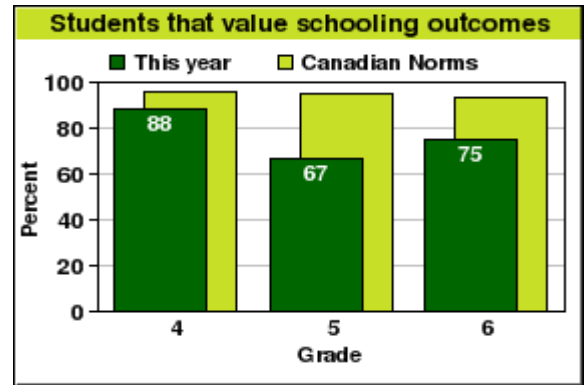


Social-Emotional Outcomes

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

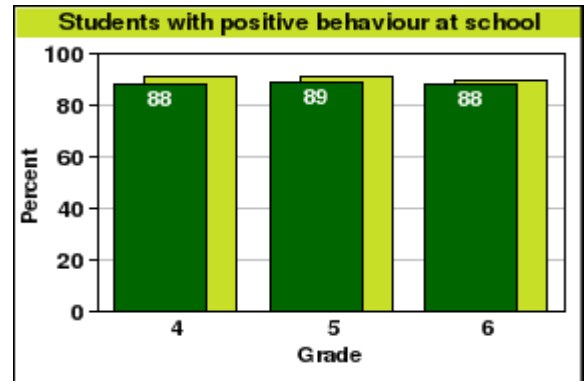
- 76% of students in this school valued school outcomes; the Canadian norm for these grades is 95%.
- 80% of the girls and 69% of the boys in this school valued school outcomes. The Canadian norm for girls is 96% and for boys is 93%.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

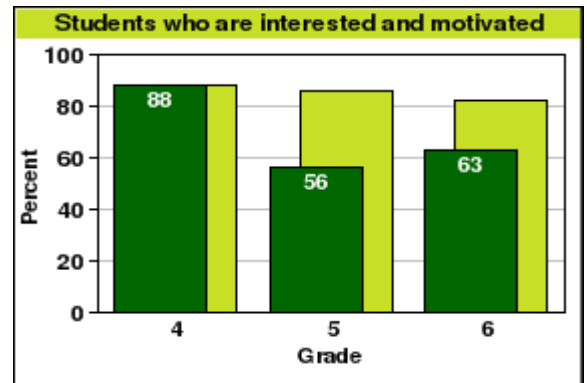
- In this school, 88% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 100% of the girls and 77% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.



Students who are interested and motivated

Students who are interested and motivated in their learning.

- 68% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.
- 80% of the girls and 62% of the boys in this school were interested and motivated. The Canadian norm for girls is 88% and for boys is 83%.



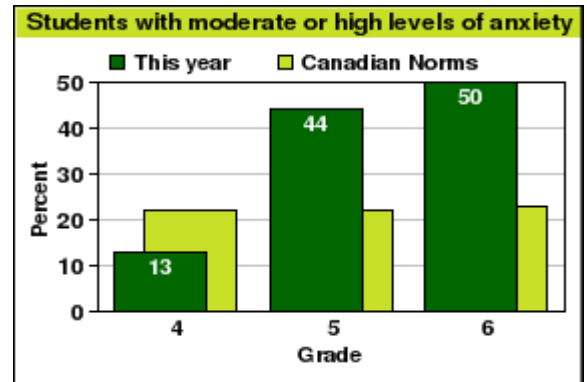


Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

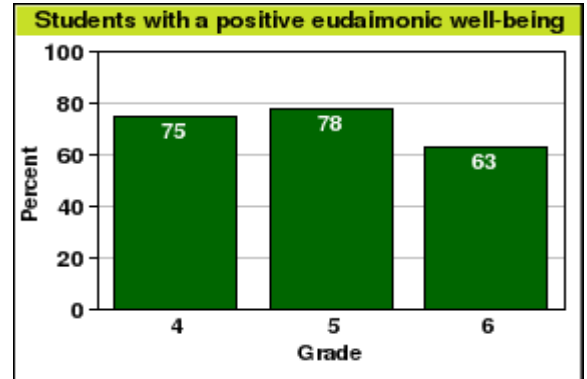
- 36% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 50% of the girls and 23% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.



Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in life.

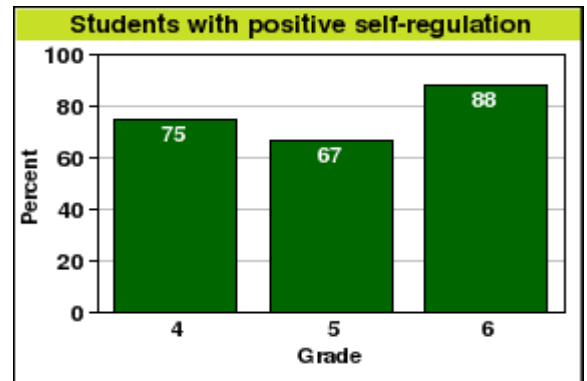
- 72% of students in this school had positive eudaimonia.
- 80% of the girls and 62% of the boys in this school had positive eudaimonia.



Students with positive self-regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

- 76% of students in this school had positive self-regulation.
- 70% of the girls and 77% of the boys in this school had positive self-regulation.





Report on Student Outcomes and School Climate

OurSCHOOL Elementary School Survey (9180)

Greely Road School Highlights

DRIVERS of Student Outcomes

Relevance

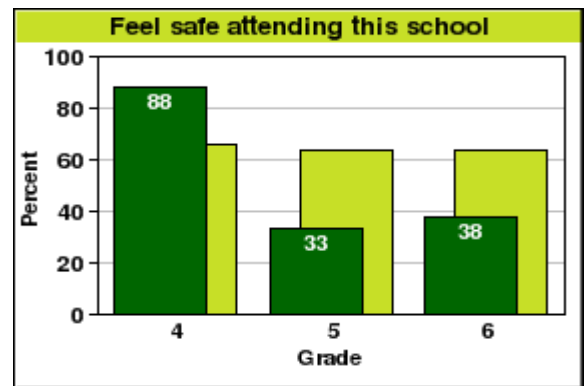
Students who find classroom instruction relevant to their everyday lives.

- In this school, students rated relevance 7 out of 10; the Canadian norm for these grades is 8.

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

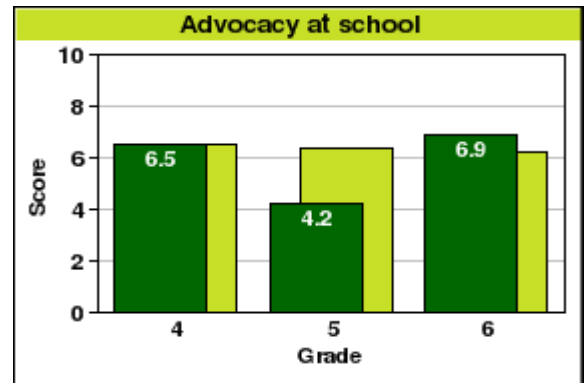
- 52% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 60% of the girls and 46% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 5.9 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 5.4 out of 10 by girls and 5.9 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.3.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 7.6 out of 10; the Canadian norm for these grades is 8.3.

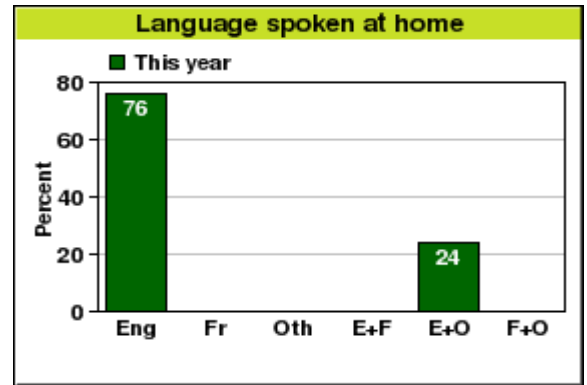


Demographic Factor Drill-Downs

Language spoken at home

Students are asked to indicate the language they speak most often at home.

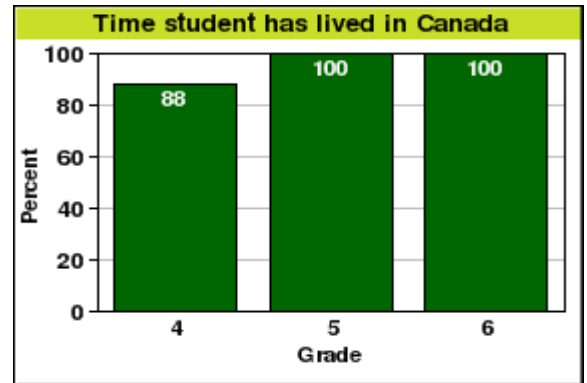
- 76% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 0% of students in this school speak other languages at home.
- 0% of students in this school speak English and French at home.
- 24% of students in this school speak English and another languages at home.
- 0% of students in this school speak French and another languages at home.



Time student has lived in Canada

Students who were born in Canada.

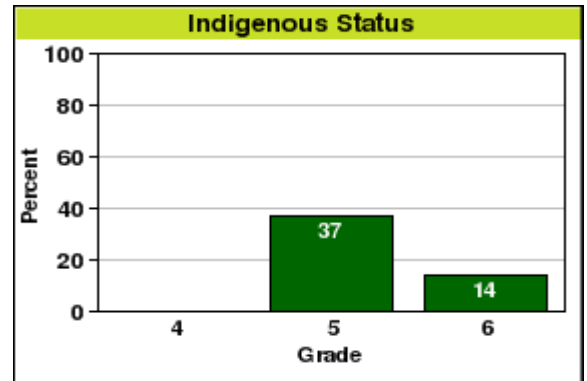
- 96% of students in this school were born in Canada.
- 100% of the girls and 92% of the boys in this school were born in Canada.



Indigenous Status

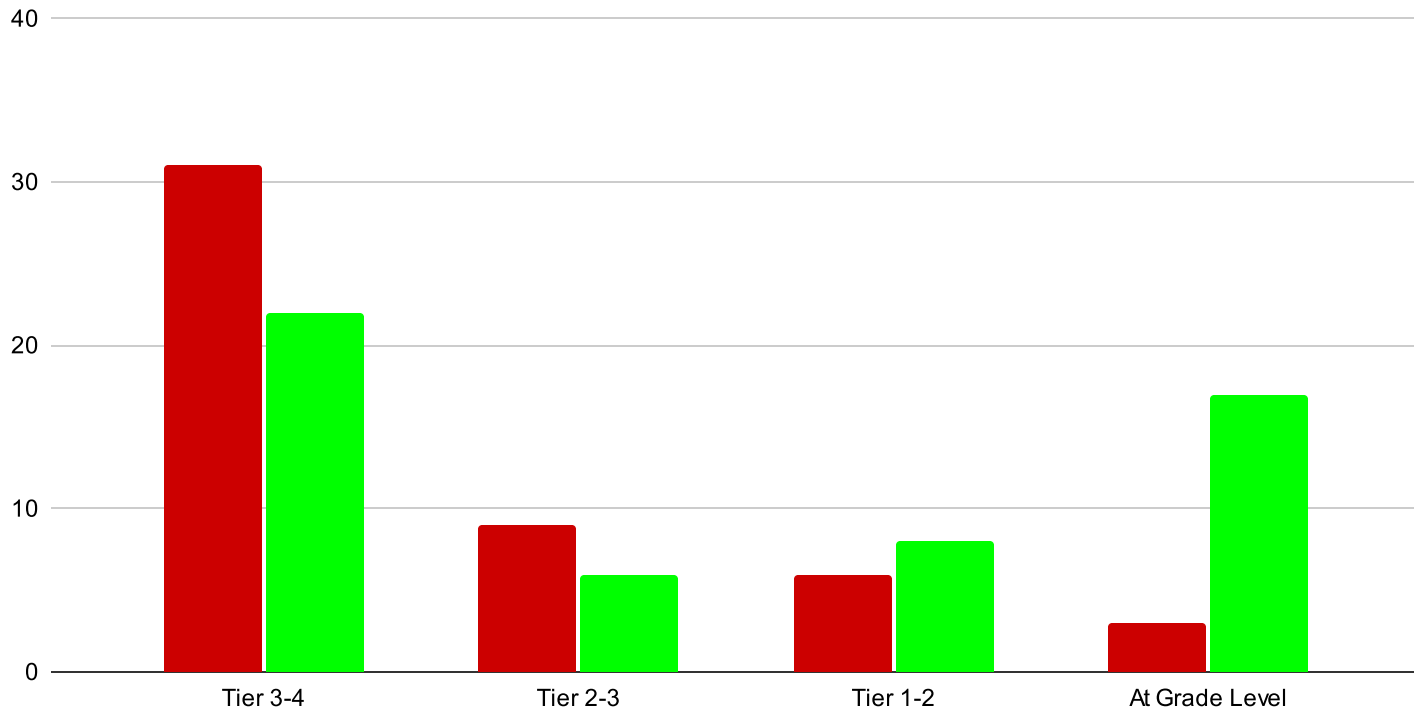
Students who identified as Indigenous, that is, First Nations, Métis, or Inuk.

- 22% of students in this school identified as Indigenous.
- 14% of the girls and 30% of the boys in this school identified as Indigenous.



Comparison of Spring 2022 and March 23 Interventions Required

■ Spring 2022 ■ March 23



Grade 1/2 Literacy Progress					
Names Redacted	Grade	Grade level (Y/N)	May/June 2022	Nov 2022	March 2023
	1				B
	2 N		B	G	M
	2 N		G	J	M
	1				D
	2 N		H	L	N
	2 N		B	E	K
	2 Y		I	P	
	2 N		B		B
	2 N		B		D
	2 Y		K	N	
	2 N		D	F	M
	2 N				B
	2 Y		D	K	N
	1				E
	2 N		E	G	M
	2 N		H	J	M
	2 N		B		D
	2 N				
	Spring 2022	March 2023			
Grade Level	1	9			
Tier 1-2	1	0			
Tier 2-3	2	2			
Tier 3-4	10	7			

Grade 3/4 Literacy Progress.									
Names Redacted	Grade	Grade level (Y/N)	RR Level	Nov 2022	March 2023				
[Redacted]	4				0				
	3			N					
	3 Y		S(Literably)	S					
	3 Y		Q(Literably)	Q					
	3 N		F	F					
	3 Y			Q					
	4 N		P	Q					
	4 Y		N	M	N				
	3 N		L	L	N				
	3 N			G	I				
	3 N		J	J	L				
	4 N		M	M	Q				
	4 N		M	O	T				
	4 Y		S	S					
	3 N		B	C	E		10		7
	4 Y		O						
	4 N		M	R					
	4 N		I	I	M				
	3 N		H	G	I				
	4 N		O	P					
4 N		L	L	N (Literably)					
	Spring 2022		March 2023						
Grade Level		2	5						
Tier 1-2		1	3						
Tier 2-3		3	3						
Tier 3-4		10	7						

Grade 5/6 Literacy Progress					
Names Redacted	Grade	Grade level (Y/N)	May/June 22	Nov 22	March 23
	6 N		T	V	
	5 Y		R	R	R
	6 N		N	O	Q
	5 Y		S	U	
	5 Y		Q	R	R
	5 Y		R	T	
	5 N		L	M	N
	5 N		S	V	
	6 N			T	S
	6 Y		T	V	
	5 ?		Q	R	S
	6 Y		U	V	
	6 N		G*		
	6 N		L	O	O
	6 Y		U	W	
	6 N		S	S	V
	5 N		P	S	
	6 N		O	P	Q
	5 N		Q	R	R
	Spring 2022		March 23		
Grade Level					
Tier 1-2	4		5		
Tier 2-3	4		1		
Tier 3-4	11		8		