



Parkside Montessori

Principal: Corrine Shmyruk

Annual Education Results Report

2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



**Parkside
Montessori**

<http://www.gppsd.ab.ca/school/parksidemontessori>

   **GPPSD2357**

Parkside Montessori

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Parkside Montessori			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	83.7	92.1	n/a	85.1	85.6	n/a
	Citizenship	92.1	94.1	95.8	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	89.7	n/a	100.0	67.3	n/a	73.8
	PAT: Excellence	8.8	n/a	53.6	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	92.1	98.3	98.0	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	96.6	n/a	86.1	87.8	n/a
	Access to Supports and Services	87.7	90.4	n/a	81.6	82.6	n/a
Governance	Parental Involvement	80.3	95.3	92.0	78.8	79.5	81.5

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.

Alberta Education Assurance Measures Results		Parkside Montessori				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	92.1	83.7
	Citizenship	96.8	94.2	97.4	94.1	92.1
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	88.9	100	n/a	n/a	89.7
	PAT: Excellence	25	53.6	n/a	n/a	8.8
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	99.3	96.4	99.6	98.3	92.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	96.6	91.8
	Access to Supports and Services	n/a	n/a	n/a	90.4	87.7
Governance	Parental Involvement	96.3	90	94	95.3	80.3

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Classroom instruction and assessment prioritizes literacy and numeracy.

Provincial Assurance Survey-Table 1									
Percentage of parents, students and teachers who are satisfied with the overall quality of basic education.									
	School			Division			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	100 %	98%	92%	90%	90%	89%	90%	90%	89%
Parent	99 %	98%	82%	88%	89%	84%	87 %	87%	86%
Student	100 %	97%	96%	86%	85%	86%	88 %	86%	86%
Teacher	100 %	100 %	100%	97%	96%	96%	96%	96%	95%

Provincial Achievement Exam Data-Table 2						
Student Achievement in Literacy and Numeracy						
	Language Arts			Mathematics		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
2017-2018	100%	22%	0	78%	0	22%
2018-2019	100%	43 %	0	100%	43%	0
2019-2020	NA	NA	NA	NA	NA	NA
2020-2021	NA	NA	NA	NA	NA	NA
2021-2022	100%	12%	0	88%	0	12%

Provincial Assurance Survey-Table 3		
	Strongly Agree	Agree
Percentage of parents who agree the literacy skills their child is learning at school are useful.		
2021	71%	29%
2022	67%	33%
Percentage of parents who agree that the numeracy skills their child is learning at school are useful		
2021	83%	17%
2022	44%	33%

Division and School MIPI Numeracy Assessment-Table 4								
MIPI Numeracy Gr 2-8	Parkside All Students 2-6		Division All Students		Parkside First Nation, Metis, Inuit Students		Division First Nations, Metis, Inuit Students	
	At	Below	At	Below	At	Below	At	Below
2021 (Oct)	34%	66%	29%	71%	33%	67%	20%	80%
2022 (Oct)	33%	67%	38%	62%	36%	64%	28%	72%

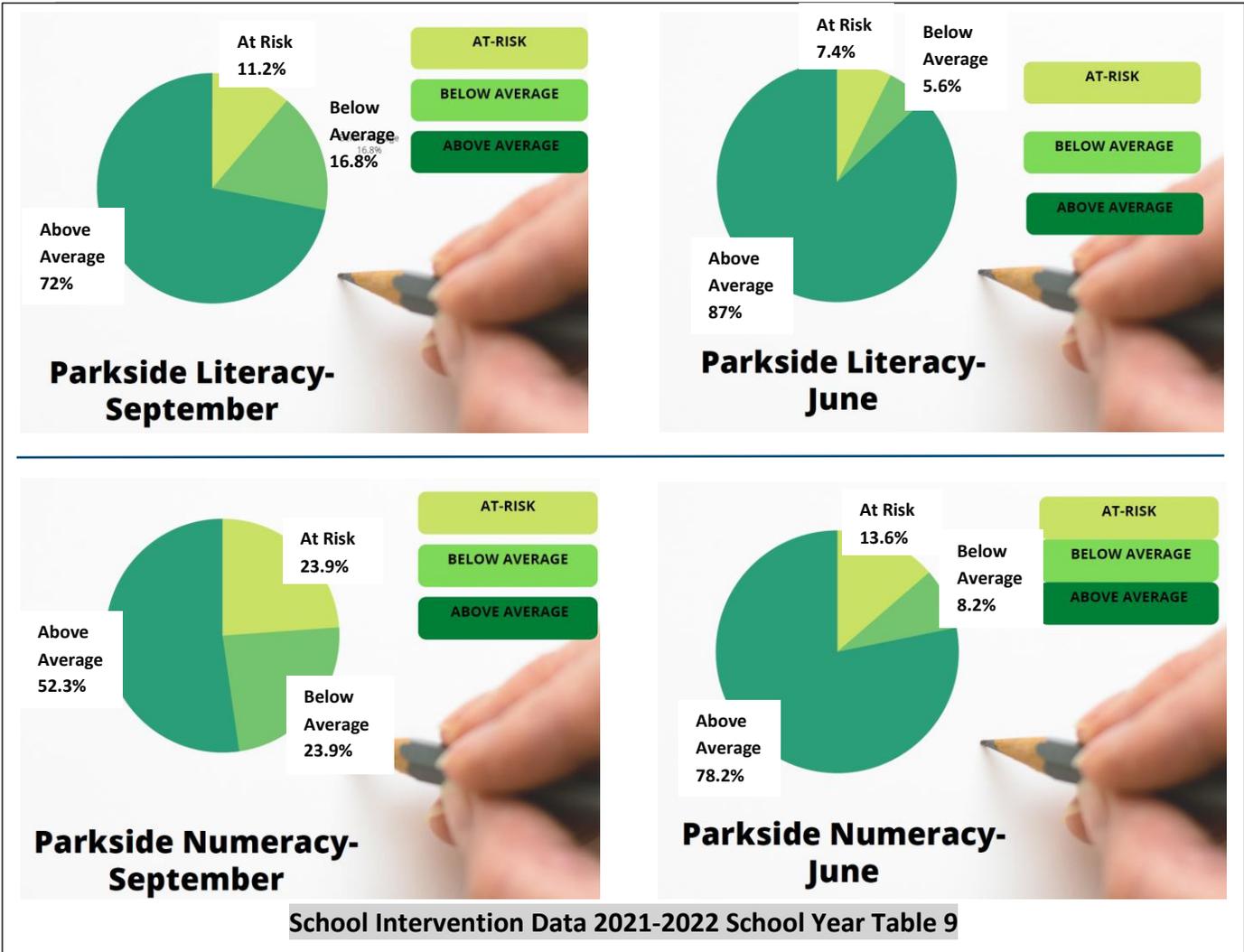
* Current MIPI data reflects the previous year's learning. At is reflected by 80%> based on previous grade outcomes.

Division Counting Principal Assessment 2021-2022 School Year Table 5				
Kindergarten	Assessment #1 At	Assessment #1 Below	Assessment #2 At	Assessment #2 Below
Stable Order	14	15	30	3
One to One	24	7	100	0
Cardinality	13	17	30	3
Order of Irrelevance	9	17	27	6
Abstraction	6	22	31	2
Grade One	At	Below	At	Below
Stable Order	12	26	22	10
One to One	24	14	29	3
Cardinality	33	5	100	0
Conservation of Number	35	3	31	1
Order of Irrelevance	35	2	31	1
Abstraction-Conservation of Number	33	5	32	0
Abstraction-Representing Number	27	11	29	3
One More, One Less	15	23	25	7
Grade Two	At	Below	At	Below
Stable Order	10	23	31	9
Odd/Even (2)	22	13	29	12
Compare and Order Numbers to 100 (5)	18	16	30	9
One to One Correspondence (3)	25	10	37	4
Cardinality, Abstraction, Conservation of Number (4)	24	12	38	1
Estimation (6)	15	11	32	5
Cardinality, Conservation, Order of Irrelevance (7)	28	7	32	8

School Based Fountas and Pinnell Data Beginning and End of Year-Table 6							
Student Grade Level	Beginning At Grade Level	End At Grade Level	Beginning Above Grade Level	End Above Grade Level	Beginning Below Grade Level	End Below Grade Level	Total Number of Students
One	13	11	17	18	8	9	38
Two	9	9	25	29	8	4	42
Three	16	10	9	14	3	4	28
Four	5	6	17	18	3	1	25
Five	1	2	11	10	1	1	13
Six	8	7	9	10	0	0	17
Total	52	45	88	99	23	19	163

Average Growth of Below Grade Level Students Grades 1-3 (Fountas and Pinnell Assessment)-Table 7		
Student Grade Level	Number of Students Ended Below	Average Number of Levels Grown
One	9	2.3
Two	4	1.75
Three	4	1

Division Assurance Survey Professional Learning Time-Table 8	
Percentage of staff who agree,	Staff
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.	
	2021 100%
	2022 100%
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.	
	2021 100%
	2022 100%
Administration provides feedback to staff on instructional practices using multiple strategies (observations, dialogue, PGP, collaborative inquiry) at our school.	
	2021 100%
	2022 100%



Discussion

Parkside Montessori is a public school that follows the teachings and philosophy of Dr. Maria Montessori from Preschool to Grade 6. Teachers blend the Alberta curriculum with the Montessori philosophy, which is hands-on, student specific programming. Priority One of the Parkside Montessori School Plan focuses on teaching and learning with the desired outcome of classroom instruction prioritizing literacy and numeracy to positively impact student growth. Parents, students, and teachers are satisfied with the overall education children are receiving at Parkside Montessori (Table 1). Parents identify a slight decline in their satisfaction with overall education. Though the 2021 2022 school year brought a return to in-person learning, continued COVID-19 health restrictions impacted some critical Montessori program pieces such as Practical Life, frequency of material use, student collaboration and other program specific components. We are confident that with the full return to all program elements, we will see rebound in overall satisfaction of education and parent agreement that the literacy and numeracy skills their children are learning at school are useful (Table 3).

As we continue to make overall education, math, and language areas of focus, we anticipate an improvement in a greater number of students achieving the Standard of Excellence on the Provincial

Achievement Exams (Table 2). Our Grade 4-6 teachers are implementing spiralized writing instruction to maintain focus on all styles of writing on-going throughout the year as well as an intentional focus on building fact fluency in numeracy. We continue to be aware of the importance of bridging Montessori materials and concepts with mainstream numeracy manipulatives and structures to provide our students confidence when completing standardized assessments. We feel fortunate to be able to offer targeted intervention in both literacy and numeracy to our Grade 4 students this year, in addition to continued intervention in Grades 1-3.

We recognize that both the Provincial Assurance Survey and the Provincial Achievement Exam results reflect the upper elementary years and do not reflect current achievement of our Kindergarten-Grade 3 students (Tables 1-3) and look to School and Division data to build our understanding and plan for strategies to best impact learning in our younger grades.

We acknowledge the learning loss from the COVID-19 pandemic and in particular the impact of the acquisition of language and numeracy skills for our primary (K-3) learners who rely largely on hands-on learning opportunities in the Montessori classroom environment (Tables 6 and 7). It is typical for our early learners to begin alphabet skill acquisition through manipulation of the Moveable Alphabet and Sandpaper Letters. These materials build the students' knowledge of the shape and forms of letters and sounds which supports learning and writing. With these skills children become confident and independent with beginning reading and writing prior to using a pencil and paper to write or reading complete texts. Our school based Fountas and Pinnell data indicates a greater number of students 'below' grade level in grades 1-3 at the end of the 2021 school year as compared to grades 4-6. (Table 6).

The success of our focus on small group instruction and building student phonemic awareness in the primary grades has been reinforced and evidenced in our school-based intervention and Fountas and Pinnell data. Our spring 2021 data shows fewer students below grade level than at the end of the 2020 school year. Students 'at', 'above', and 'below' grade level demonstrated growth on the Fountas and Pinnell literacy assessment throughout the school year. The number achieving below grade level declined and the number achieving 'at' or 'above' increased (Table 6). Those who continued to remain 'below' grade level at end of year, still moved forward in their learning and an increase in reading levels achieved still occurred (Table 7). The achievement of our Indigenous learners closely paralleled the achievement of our student population as a whole and by end of year, almost all our Indigenous students achieved 'at' or 'above' grade level in reading.

We feel fortunate to have had the opportunity to implement intensive literacy and numeracy intervention for our early learners to support pandemic recovery of learning loss resulting from the COVID-19 pandemic. Students in grades one, two and three who were "At Risk" or "Below Average" received daily literacy and numeracy intervention to build their skill and fill in any learning gaps that exist and our results indicate an improvement in achievement in both Literacy and Numeracy from students moving from the "At Risk" and "Below Average". Grades two and three were prioritized for intervention at the start of the year, giving grade ones more time for classroom instruction and a shorter intervention cycle (Table 9). With a longer intervention cycle for grade one students, we would anticipate a greater number of

achieving grade level by the end of the school year. We feel fortunate to be able to continue similar intervention for the 2022-2023 school year.

Teachers have worked to expand both mainstream and Montessori specific teaching strategies. Our school community is committed to engaging in collaborative professional learning, inquiry-based growth planning and generative dialogue to support implementation of the Teaching Quality Standard. Our Division supports our school process through the school year calendar, system structures, practices, and expectations that all support ongoing professional learning of individual staff and our school as a whole. This scheduled time for collaboration requires staff to examine student evidence, reflect on the evidence, plan, implement strategies and assess the impact on student learning (Table 8). We were encouraged to see our evidence suggests both significant improvement and continued areas for growth in numeracy (Tables 4 and 5). In addition, a shift from previous years in student achievement results in literacy during the COVID-19 pandemic shows an emerging need for improvement in this area (Tables 6 and 7).

Using our Division Optimum Learning Framework as a guiding document, a focus on building teacher capacity to further impact literacy and numeracy has and will continue to provide foundational skills for students that pave the pathway for future learning in all subject areas. We know that building the capacity of our teachers will continue to positively impact student achievement. We will continue to focus on providing regular, collaborative opportunities for teachers to expand their skills focusing on areas of teacher practice that impact the identified areas of need for our students. For the 2022-2023 school year, Parkside Montessori teachers have embedded time for cross-classroom collaboration once per week. Regular reflection on consistent school and Division collected data will also continue to be a priority to further refine our identification of areas of student learning in literacy and numeracy that require attention (Table 8).

2021 2022 results showed that parents were struggling to feel involved in our school community. This is a natural result from having less parents within the school building due to the COVID-19 pandemic restrictions. Moving forward we are hopeful to provide opportunities for parents to engage in collaborative learning to assist in supporting students at home and to be involved in school events and activities. Home reading program will continue for our young learners and teachers will continue to emphasize communication about student learning to parents and share resources and strategies. Partnering with our parent community to effectively target specific learning outcomes for each child has been effective in enhancing the educational experience for children in our school and we believe a continued focus will allow our team to further impact student success. Engaging our School Council in supporting learning centered opportunities alongside culture building events will be a continued focus and we have planned a learning opportunity for parents specific to building parent knowledge of Montessori materials and application.

Priority: Inclusion

Outcome: Parkside Montessori is a safe, welcoming environment that supports emotional and physical well-being, mental health and diversity of all students and staff.

Outcome: Instructional strategies support the learning needs of individual students.

Evidence

Provincial Assurance Survey-Table 10									
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.									
	School			Division			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	98%	97%	96%	89%	90%	86%	89%	90%	89%
Parent	96%	100 %	86%	90%	91%	85%	90%	91%	90%
Student	98%	91%	92%	91%	83%	81%	83%	84%	83%
Teacher	100 %	100 %	97%	96%	95%	93%	95%	95%	94%

Provincial Assurance Survey-Table 11				
Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.				
	School		Province	
	2021	2022	2021	2022
Overall	97%	92%	88%	86%
Parent	100 %	89%	88%	87%
Student	90%	90%	80%	78%
Teacher	100 %	97%	95%	94%

Division Assurance Survey Data-Table 12				
Percentage of parents, students and staff who agree,	Parents	Students	Staff	
Schools are Welcoming, Caring, Respectful and Safe Environments				
2021	98%	95%	100%	
2022	99%	96%	99%	
Student Emotional, Physical Well-Being and Mental Health is Supported				
2021	99%	95%	100%	
2022	99%	96%	98%	
Students are acquiring and applying Indigenous Foundational Knowledge				
2021	88%	95%	100%	
2022	99%	100%	100%	
Satisfaction with Learner Supports				
2021	83%	NA	100%	
2022	98%	NA	100%	

Provincial Assurance Survey-Table 13				
Percentage of parents, students and teachers who agree that students are engaged in their learning.				
	School		Province	
	2021	2022	2021	2022
Overall	92%	84%	86 %	85%
Parent	100%	85%	89%	89%
Student	76%	66%	72 %	71%
Teacher	100%	100%	96 %	96%

Providing a welcoming, caring, respectful and safe environment that supports the emotional and physical well-being, mental health and diversity of all students and staff continues to be an important focus of our school community (Tables 10-12). A student’s sense of belonging, social emotional skillset and engagement impacts their ability to learn and supports developing the skills necessary for success in the future both in school and in life. We acknowledged that for students to take in academic learning and knowledge, they first need to be physically and mentally ready to learn.

To support our priority, we built on a strength of our school culture: our strong community approach to meeting student needs. We have continued with the implementation of a school wide Social Emotional Learning plan designed to build student knowledge and skills to identify emotions, express feelings appropriately, build classroom and school community, provide strategies for self-regulation, and celebrate diversity in many forms. It is important to our school community that our students know and understand how to care and show respect for themselves and others and our 2021 data identifies an increase in the number of students who believe this is true (Table 10). New in the 2021 school year we also supported our students school wide through the Dare to Care program which will continue in 2022-2023. As part of our School Spirit Days, as a whole school community we engage in learning opportunities designed to identify and celebrate the uniqueness of each child (i.e., I Am Awesome Hearts).

The ability to once again host gatherings and assemblies has allowed us opportunities to build connections between students and classrooms that were not possible over the last two years. Student leadership opportunities (Administrative Assistant Helpers, Library Helpers, School Patrollers, etc.), Reading Buddies, cross classroom projects and a return to typical school year events (Halloween Parades, Christmas Concerts, In-person Celebration of Learning, In-person Parent Nights, M.A.L.T days) are all important pieces of our school culture that we believe will have a positive impact on student sense of belonging. The return of school clubs and extra-curricular activities have already had a positive impact and we are confident that this positive impact will continue and grow.

We recognize our collective responsibility in supporting the “Call to Action” from the Truth and Reconciliation Commission and need for staff, students, and parents to be provided with opportunities to build foundational knowledge. We have identified a desire from our staff to continue to learn in this area and are working with our Indigenous Liaison to create opportunities to build the knowledge of our staff. We aspire to embed the actions of Truth and Reconciliation and apply our knowledge to our daily practice. Our Division Indigenous Liaison and individual parents from our school community have supported our work and we hope to continue to deepen these relationships, broaden our understanding and increase our application in the classroom and school wide settings (Table 12). This year we are also participating in The Medicine Box Project as a schoolwide opportunity to build our knowledge using a hands-on approach.

Providing opportunities for students to be engaged in learning at their own individual level is a natural part of Montessori philosophy. This supports our desire to increase engagement by giving students experiences to further explore areas of curiosity and or areas of passion (curricular topic exploration, Multi-Activity Learning Time, Clubs, Teams, and leadership roles). Our work in this area also included working collaboratively with our multi-disciplinary team, creating IPPs (Individual Program Plans), AAPs (Academic Action Plans) and BSP (Behavior Support Plans), creating goals to meet the needs of specific students. Parents and students (grades 4-6) have been involved in the creation and review of IPP goals as much as possible. Connecting families with community support when necessary was also part of our wrap around approach to supporting students (Tables 12 and 13).

It is evident that parents and teachers feel students are engaged in their learning (Table 13). We will continue to examine why our students indicate a lower result in this measure than others on our Provincial Assurance survey. We acknowledge that the continued health restrictions and impact on a hands-on Montessori program may have impacted the results. The Parkside trend amongst stakeholder groups mirrored the provincial data with both showing a drop in student’s feeling engaged.

School Community Engagement

Division Assurance Survey Data-Table 14				
Percentage of parents, students and staff who agree,	Parents	Students	Staff	
Opportunities to collaborate and be involved in decision making				
	2021	95%	90%	100%
	2022	97%	91%	98%
Communication from teachers and school				
	2021	96%	NA	NA

	2022	98%	NA	NA
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Provincial Assurance Survey-Table 15		
	Parents	Teachers
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education		
2021	91 %	100%
2022	62%	98%

Providing opportunities for parents, teachers, and students to be included in reflecting on evidence, choosing priorities, and developing strategies for implementation are important to our school planning cycle. School staff engage in a continuous cycle of reflecting on student data, implementing strategies, and evaluating impact. This process is on-going throughout the year as we receive updated assessments from our students. Our initial draft school priorities are collaboratively identified and drafted by staff. Each spring, the draft priorities are shared with our School Council and opportunities for feedback are provided. These are communicated to our school community and parents are invited to share feedback. School administration provides information each month to our School Council including the background and rationale, description of different forms of data collected, our student achievement on common assessments, and our strategies/actions to be implemented as a result. Several times a year, a feature newsletter that speaks to our work within the Assurance Survey is communicated home to parents. It is evidence that our parent community does not feel the same level of satisfaction that they are involved in decisions about their child's education as in previous years. Further reflection on the Provincial Assurance Survey indicates a significant number (44%) of respondents indicating that they "don't know" if their input is considered in school decisions. A "don't know" response has a negative impact on our overall result. As a school community we are committed to sharing back how feedback is used to support school decision making so that parents feel informed.

Communication of student learning within our priorities has been an intentional focus to build strong partnerships among our students, parents, and school staff. This partnering with our parent community to target specific learning outcomes for each child has been effective in enhancing the educational experience for children in our school. We believe that maintaining our focus on building strong partnerships will allow our team to further impact student success. We will continue to provide student specific feedback to parents through report cards that contain descriptive feedback regarding specific areas of strength and areas for growth for each child, opportunities to engage in student led conferences, and on-going requests for feedback to further develop our school community.