



# Derek Taylor Public School

Principal: Shelly Bracko

## Annual Education Results Report

2021-2022



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



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   **GPPSD2357**

# Derek Taylor Public School

## Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Derek Taylor School			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	82.7	88.0	n/a	85.1	85.6	n/a
	Citizenship	74.4	88.7	86.5	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	62.5	n/a	79.8	67.3	n/a	73.8
	PAT: Excellence	18.5	n/a	27.1	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	91.3	90.8	94.2	89.0	89.6	90.3
Learning Supports	Education Quality	91.3	90.8	94.2	89.0	89.6	90.3
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	92.3	n/a	86.1	87.8	n/a
Governance	Access to Supports and Services	70.9	73.4	n/a	81.6	82.6	n/a
	Parental Involvement	69.0	72.4	79.2	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		Derek Taylor Public School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	88.0	82.7
	Citizenship	83	87.2	85.9	88.7	74.4
	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	85.4	79.8	n/a	n/a	62.5
	PAT: Excellence	31.9	27.1	n/a	n/a	18.5
	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	82.6	95.5	92.9	90.8	91.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	92.3	80.8
	Access to Supports and Services	n/a	n/a	n/a	73.4	70.9
Governance	Parental Involvement	75.7	79.4	79	72.4	69

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

Derek Taylor School is a K-8 community school with a current population of 345 students. All our students are within walking distance of the school, except for out of boundary students attending Derek Taylor for the STEM program and some students who use busing to access our specialized ISC (Innovative Support Centre) programs. We also have one bus transporting our Kensington area students to Derek Taylor. Our numbers have increased in the 2022/2023 school year due to the addition of the STEM program which is a program of choice for the Grande Prairie Public School Division. Throughout the 2021/2022 school year, our colleagues decided to focus on the key areas of numeracy and literacy as students faced challenges in these areas during the transitions between in person and at home learning during COVID.

Daily writing instruction was key to improving their ability to write at higher levels and focusing on the number strand in math to improve basic facts and fluency which intern effects math scores across the strands. We also continued to monitor our use of social emotional learning which was embedded within our daily instruction.

## Our Education Plan is focused on:

### Priority: Teaching, Learning and Leading

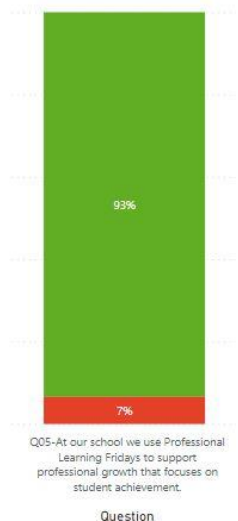
**Outcome: Responsive Pedagogy which addresses the unique learning needs of students.**

- A. Daily writing instruction**
- B. Math Number Strand**
- C. Response to Social Emotional Need embedded into learning and culture**

### Evidence

Collaborative structures for inquiry based professional growth plans focused teachers on working together to share student results and in turn share responsive pedagogy to increase student learning. Through generative dialogue discussions, Derek Taylor teachers realize our priority moving forward for the next three years is in Teaching and Learning, with a specific focus on responsive pedagogy to address learning needs in daily writing, math fluency and social emotional learning.

From our Staff Assurance Survey results, our teachers continue to support using our professional learning Fridays to collaborate and support professional growth, which in turn improves student achievement.



In our focus on daily writing, we were able to implement three areas of collaboration and support professional pedagogy between colleagues during the 2021/2022 year.

- 1) As a leadership team, we booked bi-yearly planning meetings with teachers who shared evidence of their medium and long-range planning, specific planning and pedagogy to support daily writing. They also shared examples of writing from the first meeting to the second meeting to show student growth.
- 2) On professional learning Fridays, teachers presented to each other, methods they use in the classroom to increase daily writing and improve on the specific areas of stamina, structure (content), and conventions.
- 3) Teachers collaborated on the specific areas of stamina, structure, types of writing and conventions to create a vertical alignment of student expectations between grades. This was a valuable exercise which produced anchor charts for each classroom for students to reference.

### Writing Anchor Chart

GRADE	Structure	Types of Writing	Time (Stamina) to write
ECS	Single words, simple sentences		10 min
ONE	2-3 Simple sentences		20 min
TWO	3-5 Simple sentences		30 min
THREE	Paragraph, 8-10 sentences, topic sentence, closing statement, descriptive language	Descriptive Paragraph	40 min (possible break in between)
FOUR	5 Paragraphs, 3-4 sentences per paragraph	Journal Writing, Expository, Narrative	40 min (no breaks)
FIVE	5 Paragraphs	Expository, Narrative, Persuasive	40-45 min (no breaks)
SIX/SEVEN/EIGHT	Paragraphs, Essays	Paragraph, Narrative (1st & 3rd person), News Article, Friendly Letters	60 min

### Writing Anchor Chart

GRADE	CONVENTIONS
ECS	Names (uppercase and lowercase formation), punctuation (period, exclamation mark), finger spaces, some spelling
ONE	Capitals only at the beginning plus I, ending punctuation (periods, exclamation marks), finger spaces, neat printing (two lines)
TWO	Capitals, punctuation (periods, commas (listing), exclamation marks, question marks), finger spaces, neat printing (two lines)
THREE	Capitals, punctuation (periods, commas (listing), question marks, exclamation marks) neat printing (one line transition)
FOUR	Capitals (proper nouns, first word, I) punctuation (periods, commas (listing, experiment with commas in compounds sentences), question marks, exclamation marks) introduction to quotation marks

### Writing Anchor Chart

GRADE	CONVENTIONS
FIVE	Capitals (proper nouns, first word, I) punctuation (periods, commas (listing, commas in compound sentences), question marks, exclamation marks) teaching and using quotation marks
SIX	Capitals (proper nouns, first word, I) punctuation (periods, commas (listing, commas in compound sentences), question marks, exclamation marks) teaching and using quotation marks
SEVEN	Capitals (proper nouns, first word, I) punctuation (periods, commas (listing, commas in compound sentences), question marks, exclamation marks) teaching and using quotation marks from secondary sources
EIGHT	Capitals (proper nouns, first word, I) punctuation (periods, commas (listing, commas in compound sentences), question marks, exclamation marks) teaching and using quotation marks from secondary sources, using hyphens to make new words from two related words, parenthesis

Another area we examined student results was in our grade 6 Provincial Achievement Exams for June of 2021/2022. Students had not written these exams for two years and we were interested in determining where our students were at on these assessments.

	Derek Taylor Writing			Provincial Writing		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
2021-2022	<b>86.7%</b>	<b>6.7%</b>	<b>13.3%</b>	<b>91.5%</b>	<b>15.7%</b>	<b>8.5%</b>
2020-2021	-	-	-	-	-	-
2019-2020	-	-	-	-	-	-
2018-2019	<b>95.1%</b>	<b>9.8%</b>	<b>4.9%</b>	<b>91.6%</b>	<b>10.8%</b>	<b>8.4%</b>

From these results, we see our students have declined compared to provincial standards and have missed key instruction over the previous two years in narrative writing and functional writing. These are the deficits we want to improve on with our focused daily writing and our collaborative practices and why we have continued the goal into 2022/2023 with more focus on evidence of writing.

Although writing has been our focus, our reading, our reading intervention has also been important and will also be kept at a high standard within our practices. Below is our continuation of our results for reading from our F & P data for our school.

### Derek Taylor F & P Reading Results

	All Students			Indigenous Students		
	Below Grade Level	At Grade Level	Above Grade Level	Below Grade Level	At Grade Level	Above Grade Level
2021-2022	<b>26%</b>	<b>24%</b>	<b>50%</b>	<b>35%</b>	<b>38%</b>	<b>27%</b>
2020-2021	<b>28%</b>	<b>37%</b>	<b>36%</b>	<b>28%</b>	<b>28%</b>	<b>44%</b>
2019-2020	<b>17%</b>	<b>61%</b>	<b>30%</b>	<b>38%</b>	<b>36%</b>	<b>26%</b>
2018-2019	<b>14%</b>	<b>57%</b>	<b>29%</b>	<b>16%</b>	<b>51%</b>	<b>33%</b>

We can see in 2021/2022, the focus on small group instruction and reading intervention, in grades one to three, has lowered our below grade level slightly. Our above grade level increased dramatically from the in class focus areas being put in place in all classrooms. The results for our indigenous students, in the below grade level area, have increased since 2020/2021. It is interesting to note that out of our 48 students who have self-identified, 20/48 are new students to Derek Taylor. I am confident that the F & P results for our Indigenous students will increase with targeted intervention which has expanded to grade four in addition to consistent classroom practices. It will be interesting to see in our second year of intervention if we can decrease the percentage below grade level, once again across the board.

Our second area of focus is math fluency. This concept is included in the number strand of the curriculum and an area that needs to be extended and practiced throughout the year to enhance the performance of skills throughout the whole curriculum. This is our second year of administering the MIPI (Math Intervention Programming Instrument) exam, a numeracy assessment for grades 2-8. This assessment informed us how our overall achievement of curricular indicators was affected by our first year of focus on fluency. As we can see,

our percentage of students below the threshold of having an accurate ability to meet the curricular outcomes from the year before is still approximately 50%. We want to see this number decrease dramatically. In K-6, teachers are also implementing the revised curriculum in math this year. During teacher collaboration time there is a lot of focus on unpacking revised curriculum and learning how to assess these outcomes with fluency continuing to be a focus throughout this process.

## MIPI Exam – Grades 2-8

	All Students		Indigenous Students	
	At	Below	At	Below
2021(Oct.)	<b>47%</b>	<b>53%</b>	<b>36%</b>	<b>64.%</b>
2022(Oct.)	<b>33%</b>	<b>67%</b>	<b>33%</b>	<b>67%</b>

According to the research by Marian Small, fluency is fundamental to both estimation and to all other higher calculations. It is also important for students to have strategies to solve various problems if memory cannot recall. These various math fluency strategies are what teachers will share with each other and compare student data in the achievement of these numeracy facts at each grade level as one piece of data to look at growth of students in this area. These strategies are consistently shared in collaboration during professional learning Fridays. We were also able to have an afternoon of professional learning with Jackie Ratkovic, who specializes in math fluency throughout the curriculum.

We have been able to assess the curricular outcomes for the recall of addition, subtraction, multiplication, and division facts for the beginning of the year and results are presented below. We can see we had significant growth in all areas. Provincial Achievement Test results for 2022 show Derek Taylor students significantly above provincial average, this reflects the fluency work within the classrooms.

## Basic Facts

	All Students Addition		All Students Subtraction		All Students Multiplication		All Students Division	
	At	Below	At	Below	At	Below	At	Below
2022 (Dec.)	<b>83.5%</b>	<b>16.5%</b>	<b>45.9%</b>	<b>54.1%</b>	<b>32.7%</b>	<b>67.3%</b>	<b>33.8%</b>	<b>66.2%</b>
2023 (March)								
2021(Nov.)	<b>74.1%</b>	<b>25.9%</b>	<b>38.6%</b>	<b>61.4%</b>	<b>24.7%</b>	<b>75.3%</b>	<b>29.8%</b>	<b>70.1%</b>
2022 (Feb.)	<b>84.4%</b>	<b>15.6%</b>	<b>40.5%</b>	<b>49.5%</b>	<b>51.6%</b>	<b>48.4%</b>	<b>53.4%</b>	<b>46.6%</b>

## Provincial Achievement Test

	Derek Taylor Mathematics			Provincial Mathematics		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
2021-2022	<b>90.6%</b>	<b>21.9%</b>	<b>9.4%</b>	<b>74.5%</b>	<b>14.7%</b>	<b>25.5%</b>

Our final area which is extremely important is Derek Taylor’s commitment to Social Emotional Learning (SEL) which is embedded in teaching and learning each day. This is achieved through a school wide plan, which implements whole school strategies and individual teacher planning which embeds SEL curriculum and teaching moments in each day. From our results in the Division Assurance Survey in the spring of 2022, we see the following results on specific questions. Our results are still in line with the previous year, although feeling safe at school did drop slightly for parents and students. Therefore, we continue to address social emotional learning within the classroom and teacher plans and lessons are monitored through planning meetings with school leaders. More than ever, it is important to keep this planning at the forefront and give students the skills they need to manage relationships, to solve problems with their peers, manage their own wellness in their lives and allow others to support them.

### Division Assurance Survey - Percentage of Derek Taylor Students who agree:

	DTPS Students	
	2021	2022
I can manage my personal life and am happy	82%	88%
Teachers care about me	90%	90%
I feel safe at school	91%	89%

### Division Assurance Survey - Percentage of Derek Taylor Parents who agree

	DTPS Parents	
	2021	2022
My child is supported at school to be active, healthy, and well	98%	95%
Teachers care about my child	95%	95%
My child feels safe at school	98%	95%

When we examine the specific questions within the Division Assurance Survey, a high percentage of students at Derek Taylor are reporting feeling safe at school and a high percentage of parents also agree that their child feels safe at school. This does counter the lower results on the AEA (Alberta Education Assurance) survey displayed on the first page of the report, which had fewer students and parents complete, regarding a welcoming, caring and safe learning environment.