Derek Taylor Public School

Principal: Shelly Bracko

Annual Education Results Report

2023-2024

Grande Prairie Public School Division
Every Student Succeeds

DEREK TAYLOR PUBLIC SCHOOL

www.gppsd.ab.ca/school/derektaylor

GPPSD2357

Derek Taylor Public School

Fall 2024 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	**86.8**	82.5	82.6	**83.7**	84.4	84.8
	Citizenship	**83.2**	72.5	73.5	**79.4**	80.3	80.9
	3-year High School Completion	**n/a**	n/a	n/a	**80.4**	80.7	82.4
	5-year High School Completion	**n/a**	n/a	n/a	**88.1**	88.6	87.3
	PAT6: Acceptable	**85.3**	78.3	78.3	**68.5**	66.2	66.2
	PAT6: Excellence	**41.2**	15.2	15.2	**19.8**	18.0	18.0
	PAT9: Acceptable	**n/a**	n/a	n/a	**62.5**	62.6	62.6
	PAT9: Excellence	**n/a**	n/a	n/a	**15.4**	15.5	15.5
	Diploma: Acceptable	**n/a**	n/a	n/a	**81.5**	80.3	80.3
	Diploma: Excellence	**n/a**	n/a	n/a	**22.6**	21.2	21.2
Teaching & Leading	Education Quality	**93.3**	84.5	87.9	**87.6**	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**87.9**	80.8	80.8	**84.0**	84.7	85.4
	Access to Supports and Services	**74.7**	67.3	69.1	**79.9**	80.6	81.1
Governance	Parental Involvement	**82.7**	79.5	74.2	**79.5**	79.1	78.9

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 to 2021/22 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. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

Fall 2024 AEA 5 Year Comparison

Alberta Education Assurance Measures Results

Overall Multi Year Summary

Assurance Domain	Measure	Derek Taylor Public School				
		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	88.0	82.7	82.5	86.8
	Citizenship	85.9	88.7	74.4	72.5	83.2
	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
	PAT6: Acceptable	n/a	n/a	62.5	78.3	85.3
	PAT6: Excellence	n/a	n/a	18.5	15.2	41.2
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	90.8	91.3	84.5	93.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	92.3	80.8	80.8	87.9
	Access to Supports and Services	n/a	73.4	70.9	67.3	74.7
Governance	Parental Involvement	79	72.4	69	79.5	82.7

	Achievement				
Improvement	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 vibrant K-8 community school, currently serving 384 students. Most of our students reside within walking distance, except for those who travel from other areas to participate in our specialized STEM and Music programs. Additionally, bus transportation is provided for students commuting from the Kensington area.

Enrollment has grown during the 2024/2025 academic year, reflecting the increasing popularity of our STEM and Music programs, which are hallmark offerings within the Grande Prairie Public School Division.

Our commitment to educational excellence is evident in our focus on literacy and STEM integration. During the 2023/2024 school year, we prioritized enhancing writing skills within the context of STEM education, fostering a well-rounded and innovative learning environment.

Our Education Plan is focused on:

Priority: Teaching, Learning and Leading

Strategies

A. Daily Writing

1. Professional Learning for teachers with Adrienne Grear. A focus on a school wide writing plan and assessment.

2. Professional planning meetings with teachers to provide instructional leadership on their short and medium range planning.

B. STEM Incorporation

1. Meetings with STEM lead once a month to review and to record progression.

2. Professional planning meetings with teachers to discuss their incorporation of STEM into curricular objectives. A separate document to record incorporation.

3. STEM infused into the culture of the school

Daily Writing Instruction

Goal 1: Professional Learning for teachers with Adrienne Grear. A focus on a school wide writing plan and assessment.

Strengthening Writing Instruction through Collaborative Professional Learning
Teachers engaged in a focused professional learning process with Adrienne Gear, integrating her pedagogical strategies into daily classroom practice. This was evident in their short-term planning and supported by the development of a school-wide writing assessment, administered in October and May, to systematically track students' writing progress throughout the year. During the December Professional Learning session, educators engaged in a collaborative marking process, reviewing and evaluating samples from the October school-wide writing initiative. Teachers assessed each other's samples and worked collectively to establish shared norms and criteria for evaluating writing proficiency. Representatives from each grade level then identified exemplars across diverse proficiency levels, which will be compiled into a resource book. This collection will serve as an invaluable tool for both new and veteran teachers, enabling consistent year-to-year comparisons of student writing. A similar process will be repeated to document writing samples from the year-end school-wide writing initiative, further enriching this resource.

Goal 2: Professional planning meetings with teachers to provide instructional leadership on their short and medium range planning.

Leadership Support and Instructional Consistency
The leadership team facilitated biannual planning meetings where teachers presented evidence of their

instructional planning, highlighting the application of Adrienne Gear's methods. Pre-meeting classroom observations provided further insight into strategy implementation, fostering a consistent approach to writing instruction and promoting professional growth and measurable student improvement.

> The data reflects a notable improvement in teachers' satisfaction with the instructional feedback provided by administration. Specifically, the percentage of teachers who felt that feedback was delivered using multiple strategies rose from **82% in 2023** to **94% in 2024**. This marks a significant increase, indicating that the ongoing professional learning processes and administrative efforts to provide diverse and effective feedback strategies are positively impacting teacher perceptions and professional growth.

PAT Writing Results

We will continue to monitor PAT results in writing as we begin a new cycle in 2024/2025. This is the complete chart with the final cycle in 2023/2024 being a year without an English Language Arts PAT

	Derek Taylor Writing				Provincial Writing		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard		Acceptable Standard	Standard of Excellence	Below Acceptable Standard
2023-2024	n/a	n/a	n/a		n/a	n/a	n/a
2022-2023	77.3%	9.1%	22.7%		89.9%	15.3%	10.1%
2021-2022	86.7%	6.7%	13.3%		91.5%	15.7%	8.5%
2020-2021	-	-	-		-	-	-
2019-2020	-	-	-		-	-	-
2018-2019	95.1%	9.8%	4.9%		91.6%	10.8%	8.4%

Division Assurance Survey - Percentage of Derek Taylor Teachers who agree:

	DTPS Teachers			
	2021	2022	2023	2024
We use Professional Learning Fridays to support professional growth that focuses on student achievement	100%	93%	94%	94%
We use Professional Learning Fridays for collaboration related to our professional growth inquiry questions	94%	87%	88%	89%
Administration provides feedback to staff on instructional practices using multiple strategies	89%	93%	82%	**94%**

Reading Instruction

While writing has remained a central focus, maintaining excellence in reading intervention continues to be a critical priority within our instructional practices. The following reflects the ongoing progress and outcomes of our reading initiatives, as evidenced by the Fountas & Pinnell (F&P) assessment data for the school.
The 2023/2024 school year data demonstrate the effectiveness of our continued emphasis on small group instruction and the targeted reading intervention program in grades one to four.

1. **Overall Growth in Grade-Level Proficiency**
   The school has made significant progress in increasing the percentage of students reading at grade level across all groups, particularly over the past two years.
2. **Targeted Focus on Indigenous Students**
   While gains have been made, Indigenous students remain overrepresented in the below-grade-level category. A continued focus on culturally responsive teaching and tailored interventions is essential.
3. **Support for High-Achieving Students**
   The decline in above-grade-level readers suggests the need for strategies to challenge and extend the learning of advanced readers, particularly in recent years.
4. **Impact of COVID-19**
   The disruptions of the pandemic are evident in the data, particularly in 2020-2021, when below-grade-level percentages spiked. Recovery strategies implemented since then have been effective, as seen in the subsequent improvement.

This data underscores the effectiveness of recent reading interventions while also highlighting areas where additional focus is needed to ensure sustained growth for all learners.

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
2023-2024	22%	54%	24%	31%	45%	24%
2022-2023	21%	46%	33%	16%	42%	42%
2021-2022	26%	24%	50%	35%	38%	27%
2020-2021	28%	37%	36%	28%	28%	44%
2019-2020	17%	61%	30%	38%	36%	26%
2018-2019	14%	57%	29%	16%	51%	33%

STEM Learning

Goal 1: Monthly Meetings with STEM Lead to Review and Record Progression

To ensure consistent progression in STEM integration, monthly meetings with the STEM lead were successfully implemented throughout the school year. These meetings served as a collaborative platform for evaluating the integration of STEM principles into classrooms. Evidence of achievement includes:

- Documented agendas and minutes from all monthly meetings, highlighting specific topics such as lesson plans, resource allocation, and student outcomes.
- A detailed progression log showing the integration of STEM in various grade levels and subject areas, aligned with curricular objectives.

Goal 2: Professional Planning Meetings with Teachers

Professional planning sessions were held bi-annually to support teachers in embedding STEM into their curricular objectives. These sessions facilitated collaboration among staff and provided a structured approach to planning STEM-rich lessons. Evidence of achievement includes:

- Completed planning templates and documentation outlining how STEM concepts were incorporated into specific lessons or units.
- Classroom observation reports showing evidence of hands-on STEM activities, problem-solving exercises, and the use of technology in alignment with the planned objectives.

Teacher STEM Planning

Focus: Mix & Flow of Matter	Focus: Light & Optical System	Focus: Cells & Systems	Focus: Mechanical Systems	Focus: Fresh & Saltwater Systems
TOPICS 1. Design the Perfect Ice Cream 2. How can we Clean up an Oil Spill 3. Make a Wire Critter that can Walk on Water	**TOPICS** 1. Design a Periscope 2. Solve A Mirror Maze Reflection Challenge!	**TOPICS** 1. Defining Healthy Relationships 2. Defining Unhealthy Relationships 3. How We Feel & How We Deal 4. Communication 5. How to Help Friends	**TOPICS** 1. Make a Better Facemask 2. Looking for Life in the Deep Ocean 3. Paper Airplane: Flight Challenge 4. Challenge: Cardboard 5. Design a Better Vortex Cannon 6. Message Challenge 7. Build a submarine	**TOPICS** 1. Design a Frog 2. Design a Device that can Safely collect a jellyfish 3. Createa something new using Plastic Bags 4. Responsibilities & Choices 5. Consent & Abuse
Outcomes *Students will:* 1. Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions, Planning and Carrying Out Investigations	**Outcomes** *Students will:* 1. Understand and explain the law of reflection. 2. Guide a light beam through a maze using mirrors. 3. Construct and describe a diagram of the light's path as it bounces off reflective surfaces.	**Outcomes** *Students will:*	**Outcomes** *Students will:* 1. Design challenge 2. Developing & Using Models	**.Outcomes** *Students will:* 1. Developing and Using Models 2. Asking Questions and Defining Problems, Engaging in Argument from Evidence
Activities/Projects **Using Engineering to Design the Perfect Ice Cream** https://www.sciencefriday.com/educational-resources/ice-cream-science-activity/ **How Can We Clean Up An Oil Spill?** https://www.sciencefriday.com/educational-resources/how-can-we-clean-up-an-oil-spill/ **Design a Water Critter that can Walk on Water** https://www.sciencefriday.com/educational-resources/make-a-wire-critter-that-can-walk-on-water/ **Ball Launcher** https://www.sciencebuddies.org/science-fair-projects/project-ideas/ApMech_p052/mechanical-engineering/build-ball-launcher	**Activities/Projects** **Design a Periscope** https://www.stem.org.uk/elibrary/resource/31673 **Solve A Mirror Reflection Challenge!** **https://www.sciencebuddies.org/teacher-resources/lesson-plans/mirror-maze-reflection?from=YouTube**	**Activities/Projects**	**Activities/Projects** **Make a Facemask** https://www.sciencefriday.com/educational-resources/face-mask-challenge/ **Looking for Life in the Deep Ocean** https://www.sciencefriday.com/educational-resources/looking-for-life-in-the-deep-ocean/ **Paper Airplane Flight Challenge** https://www.sciencefriday.com/educational-resources/paper-airplane-flight-challenge/ **Challenge: Cardboard** https://www.sciencefriday.com/educational-resources/challenge-cardboard/ **Design a Better Vortex Cannon** https://www.sciencefriday.com/educational-resources/design-a-better-vortex-cannon/	**Activities/Projects** **Design a Frog** https://www.sciencefriday.com/educational-resources/design-a-frog/ **Design a Device to Safely Collect a Jellyfish** https://www.sciencefriday.com/educational-resources/collect-jellyfish/ **Create something new using plastic bags** https://www.sciencefriday.com/educational-resources/challenge-create-something-new-using-plastic-bags/

Goal 3: STEM Infused into the Culture of the School

STEM has become a celebrated and integral part of the school culture, engaging students, staff, and the broader school community. Evidence of achievement includes:

- **Events:** A successful *STEM Night* was held, attracting high participation from families. The event featured interactive exhibits and student led demonstrations
- **Guest Presenters:** External experts, such as a chemistry presenter and engineers, visited the school to inspire students with real-world STEM applications.
- **Student Projects:** Displays of student STEM projects, including coding assignments, robotics challenges, and environmental science experiments, were showcased in common areas.