

ANNUAL EDUCATION RESULTS REPORT 2023-2024





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MESSAGE FROM THE PRINCIPAL

Student learning, safety and wellness are at the forefront of the decision-making processes at Ecole Springfield Elementary. Our diverse student population ensures that we focus on inclusionary practices and differentiating for a variety of learning needs. Our goals are for all of our students to be literate, numerate and included by implementing researched based classroom practices into all the layers of instruction and learning.

We continue to streamline collaborative response structures and processes to focus on student learning and achievement. Weekly embedded collaborative meeting times allow for staff to analyze data and what that means to current classroom practice and student interventions. Working together with families to ensure student success is at the heart of what we do.

Gail McNabb
School Name Principal



ABOUT ECOLE SPRINGFIELD ELEMENTARY

Ecole Springfield is a dual track English and French Immersion located in Peace River, Alberta. We offer pre-kindergarten through Grade Four programming with a population of about 330 students.

Mission Statement: Success for All

Vision Statement: Springfield is a caring school that promotes and supports learning

Values: At Springfield Elementary, we believe in:

- **Learning** - a safe and caring learning environment will enhance learning.
- **Success** - learning strategies that engage children will increase student achievement.
- **Fairness** - individual differences and will treat everyone with respect and dignity.
- **Quality Teaching** - professional growth through learning communities to improve student achievement.
- **High Standards** - we set high standards for students and teachers.

OUR MISSION

Success for All

OUR VISION

Springfield is a caring school that promotes and supports learning.

2023-2024 ANNUAL EDUCATION RESULTS REPORT

SCHOOL: ECOLE SPRINGFIELD ELEMENTARY SCHOOL

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

Springfield data shared in this report includes the following:

Literacy: [Fountas & Pinnell \(F&P\) Benchmark Data](#) from Grades 1-4, [Elk Island Phonemic Awareness Assessment for Grades 1-3](#), [Reading Comprehension Assessment Tool \(RCAT\) Data](#) for Grade 4, [PRSD Writing Assessment Tool](#), [Springfield Report Card Data](#), and [Springfield Survey Results Regarding Literacy Confidence](#); This data includes the English LA for French Immersion Grade 3 & 4 students as well as Grade 1-4 English students.

Numeracy: Elk Island Catholic Schools for Grades 1-4, [Numeracy Comprehension Assessment Tool \(NCAT\) Data](#) for Grades 1-4, [Springfield Report Card Data](#), and [Springfield Survey Results Regarding Numeracy Confidence](#); Numeracy data includes both English and French Immersion student results.

We will be working with Central Office to come up with ways to migrate French Language Arts marks and Provincial Assessment results into our reports that we use for this document.

Inclusionary Practices: [Springfield Data Regarding Programming for Special Needs students](#), [Springfield Data Regarding Student Absenteeism](#), and [Springfield Survey Results Regarding Inclusionary Practices](#).

The Provincial-level Alberta Education (ABED) data in this report include the following:

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).





SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

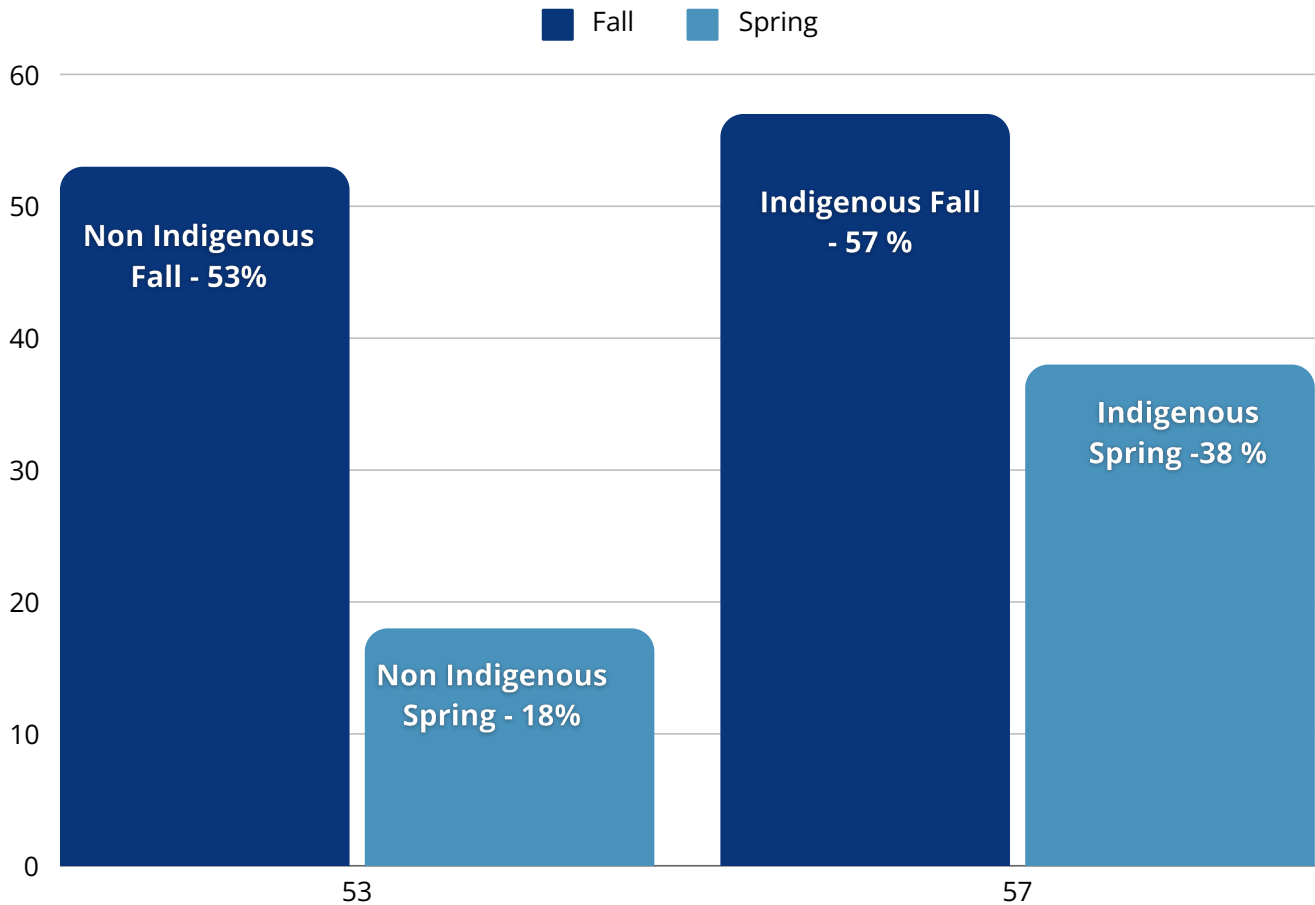
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

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

Ecole Springfield School staffing includes 2 lead teachers in Literacy who work with divisional learning coaches to communicate best practices in literacy development. Ecole Springfield follows the PRSD **Literacy Framework** that supports teachers in their work to effectively teach reading and writing so that all students are meeting program expectations, hence achieving their potential. In the last half of last year, we were able to staff an intervention teacher who worked with French Immersion Language Arts. This is something we had been unable to supply previously.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



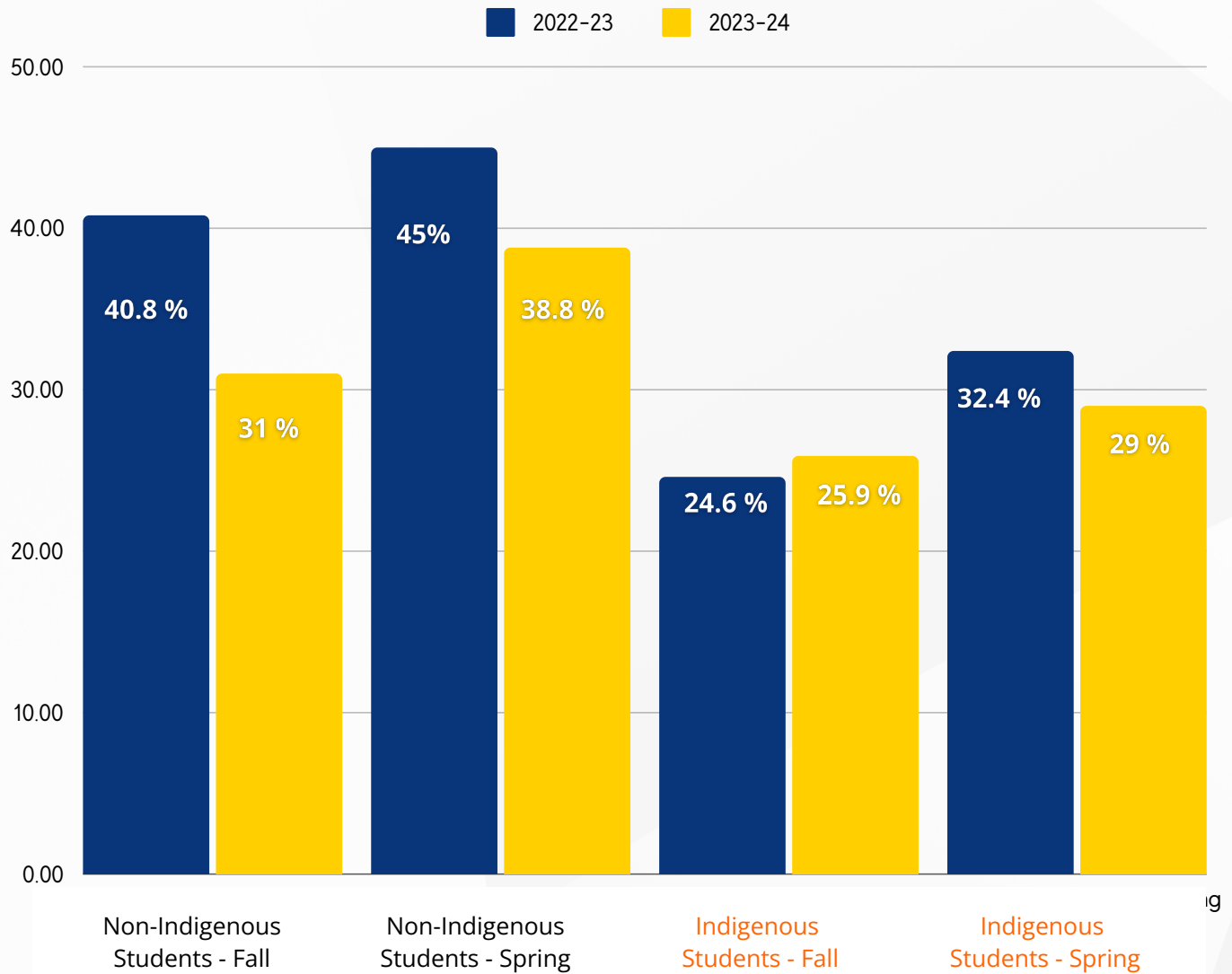
Summary

The Elk Island Catholic School Phonemic Awareness Assessment was completed by all Grade one through three students.

There was a 35% decrease in Non-Indigenous at risk students from fall to spring and a 19% decrease in Indigenous students who were at risk from fall to spring. Although the number of students at risk has reduced significantly, the 20% gap between non-indigenous and indigenous at risk students has increased by 16%. This may be due, in part, to the diversity in attendance rates between the two groups.

LITERACY ACHIEVEMENT RESULTS

Springfield Fountas & Pinnell BAS I and II Data



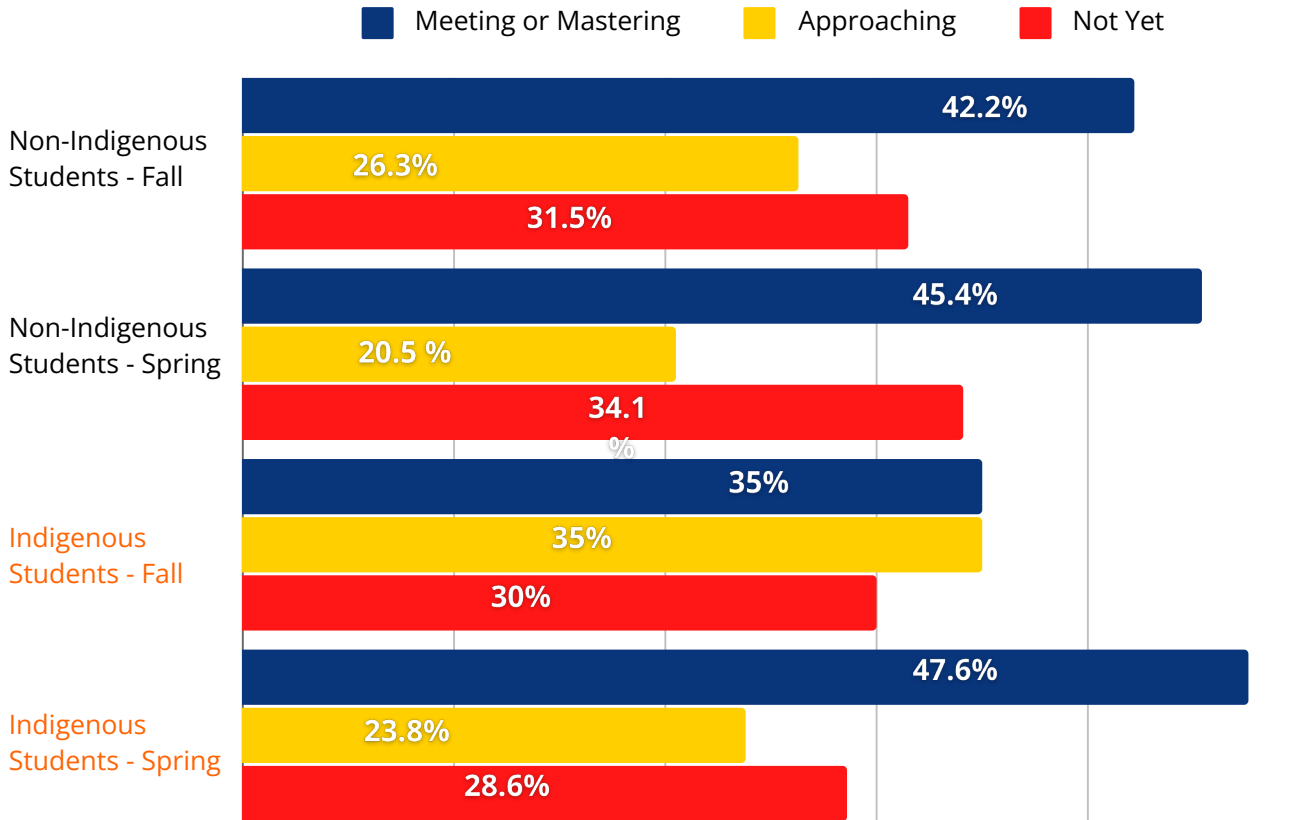
Summary

The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are significant gaps between Indigenous and non-Indigenous students, the data indicates there was growth in their reading abilities in the 2023-24 school year. We are committed to continuing our important work in this area.

About Fountas & Pinnell BAS I and II Data

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Overall RCAT Results

Summary

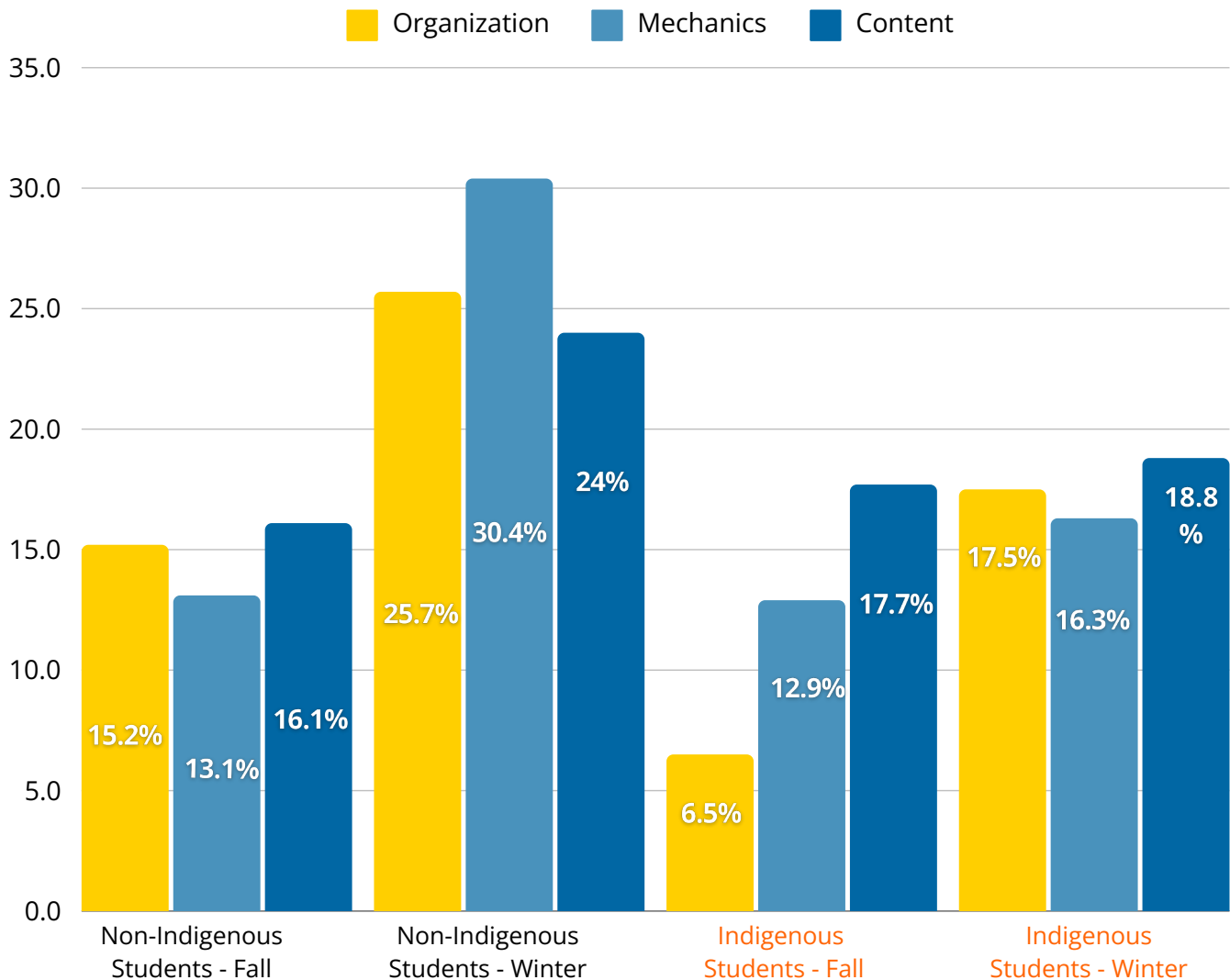
The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. The RCAT is given to Grade 4 students in our school.

This set of data indicate significant growth for our Indigenous students from the Fall to Spring assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and Non-Indigenous learners to the point where our Indigenous learners outperformed the non-indigenous learners in the percentage of students achieving at meeting or mastery. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 11.8% greater than our Indigenous students; however, in the Winter assessments that achievement gap closed and surpassed our non-indigenous learners by 2.2%.

[See divisional 2023-24 data results here](#)
About Reading Comprehension Assessment Tool Data

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

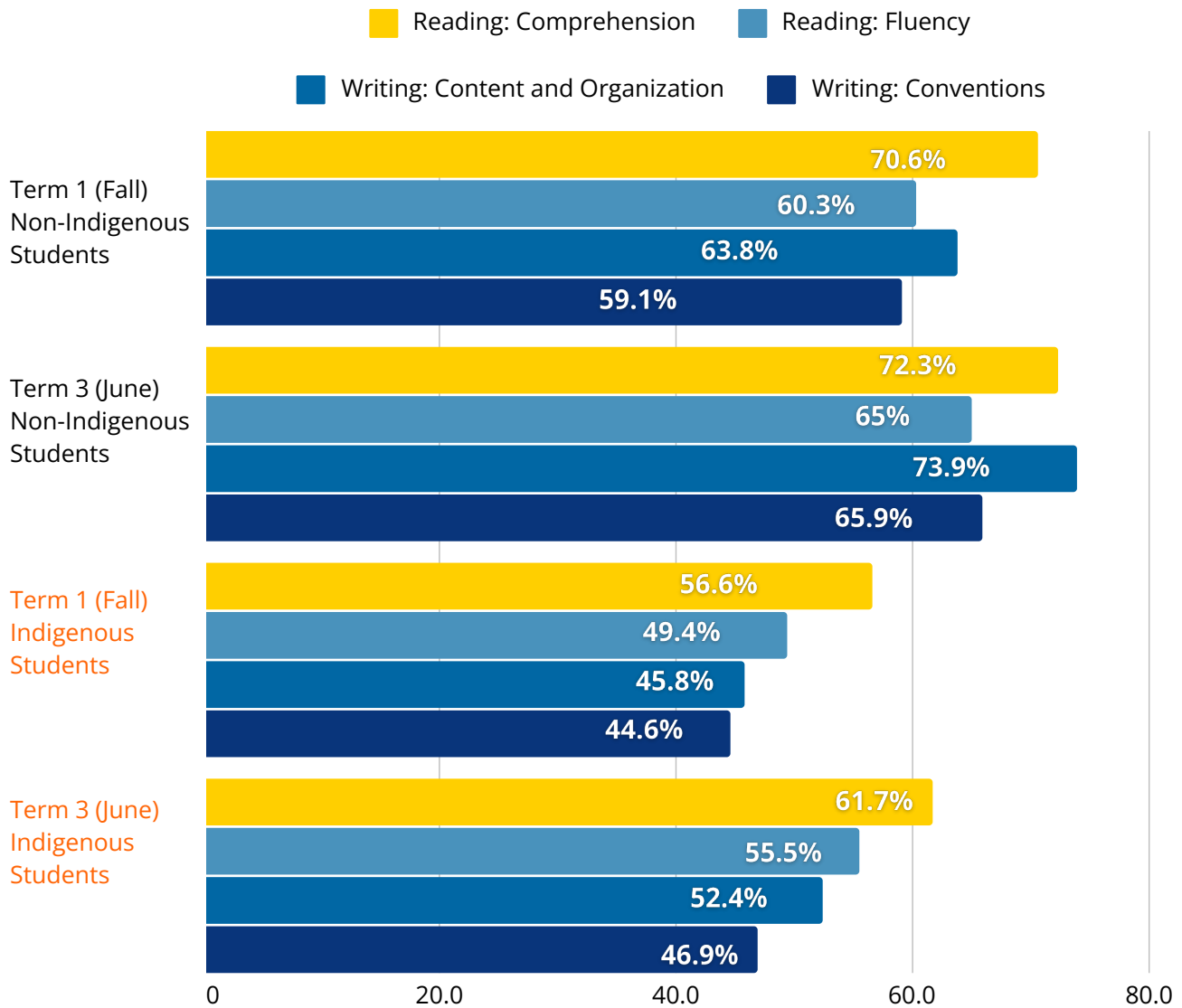
Summary

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

The Writing Assessment Tool (WAT) data for 2023-2024 shows that less than 20% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. The Fall data excludes the Grade 1 students because they did not complete this assessment at that time. Moving forward into 2024-2025, writing is a focus and we are partnering with divisional coordinators with focussed professional development for teachers to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

2023-2024 Ecole Springfield Report Card Data for Literacy
Percentage of Grades 1-6 students meeting or mastering expectations



Summary

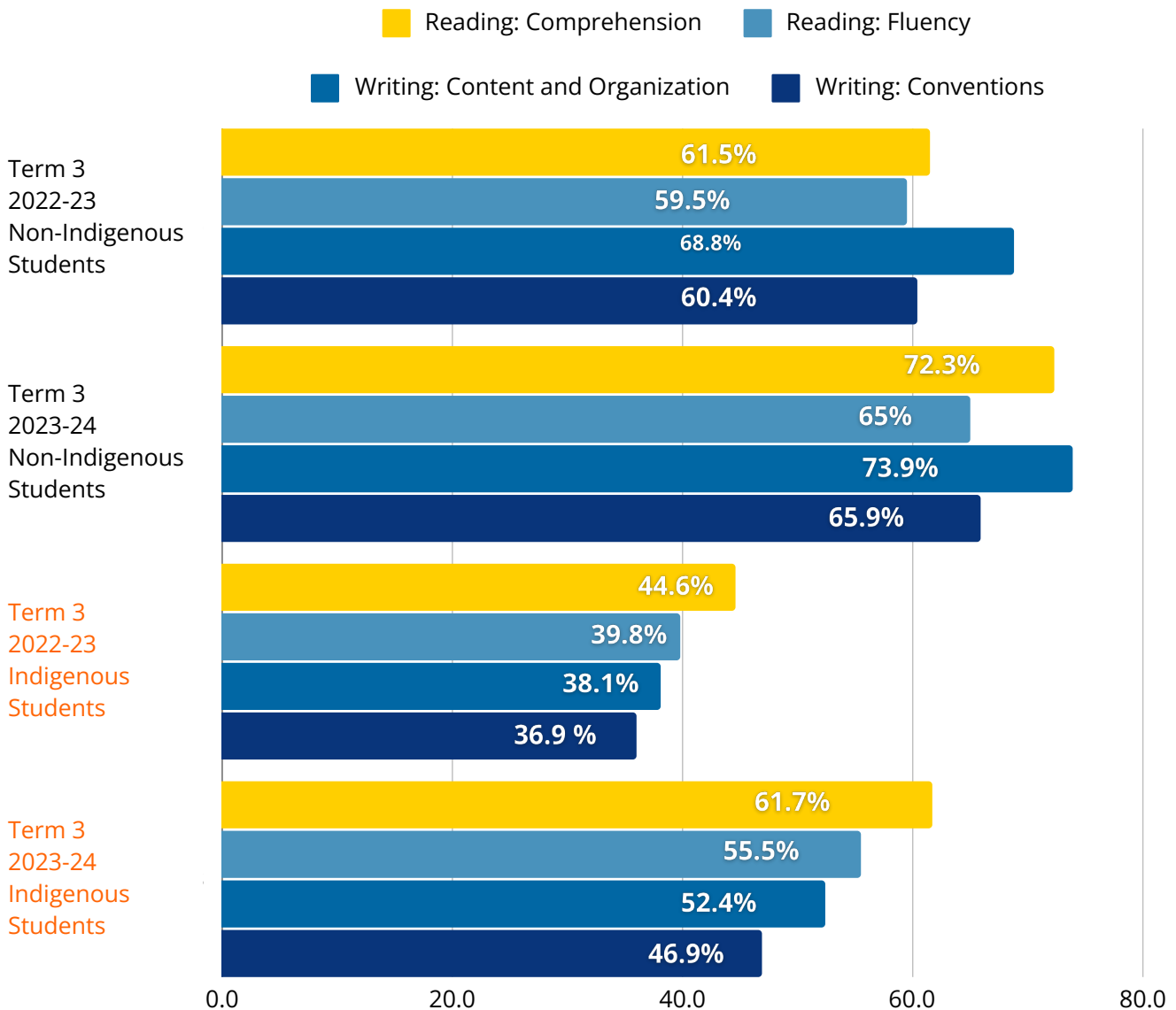
The report card data indicate that from the Term 1 report to the Term 3 report there was an increase in the percentage of Grades 1-4 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest further important work is required to ensure our students are meeting program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

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

Year-over-year comparison



Summary

The year-over-year comparison of report card data indicate there was a significant increase in the percentage of Grades 1 through 4 students meeting grade-level expectations in all areas of Reading and Writing, especially for our indigenous students. Springfield experienced a 8.2% gain in reading performance amongst our non-Indigenous students and an 16.4% gain amongst our Indigenous students compared to the previous year. For writing, the gain was 5.3% for non-Indigenous students and 12.65% for our Indigenous students. While much work remains, efforts to improve achievement and elimination of the gap between our Indigenous and non-Indigenous learners are having a positive impact.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Grades 3-6



Summary

Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 124 grade 3 & 4 students. Although there is a 4.8% gap between reading and writing confidence, the literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

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



Summary of Literacy Achievement Results

General Statement

Local PRSD measures, such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels for Springfield during the school year. This growth was further verified through the division's survey data, where the vast majority of Springfield students in Grades 3 and 4 reported they felt their reading and writing skills had improved throughout the year. The overall growth in literacy development is far below the levels desired, but we are encouraged to see some gaps in achievement between our non-Indigenous and Indigenous students lessen. More work is needed to continue improving this measure.

Factors That Affected Results

We continue to experience significant challenges in the area of regular attendance for all areas of our student population. In addition, we continue to cope with serious substitute staff shortages (both teaching and support staff) that have resulted in far less than desirable circumstances throughout the year. Often, teacher leaves are covered in pieces and lack consistency. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels at the student and staffing level.

Next Steps

Ecole Springfield School's focus on literacy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated assessment and instructional practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. In the 2024-2025 school year, Springfield staff will collaborate closely with PRSD literacy coordinators to enhance writing instruction and achievement. Division-level staff will continue to work with school staff to develop common instructional tasks and assessments of core learner outcomes in English Language Arts, and will continue to assist in establishing and maintaining focused literacy instructional blocks within all classrooms throughout the school.





SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

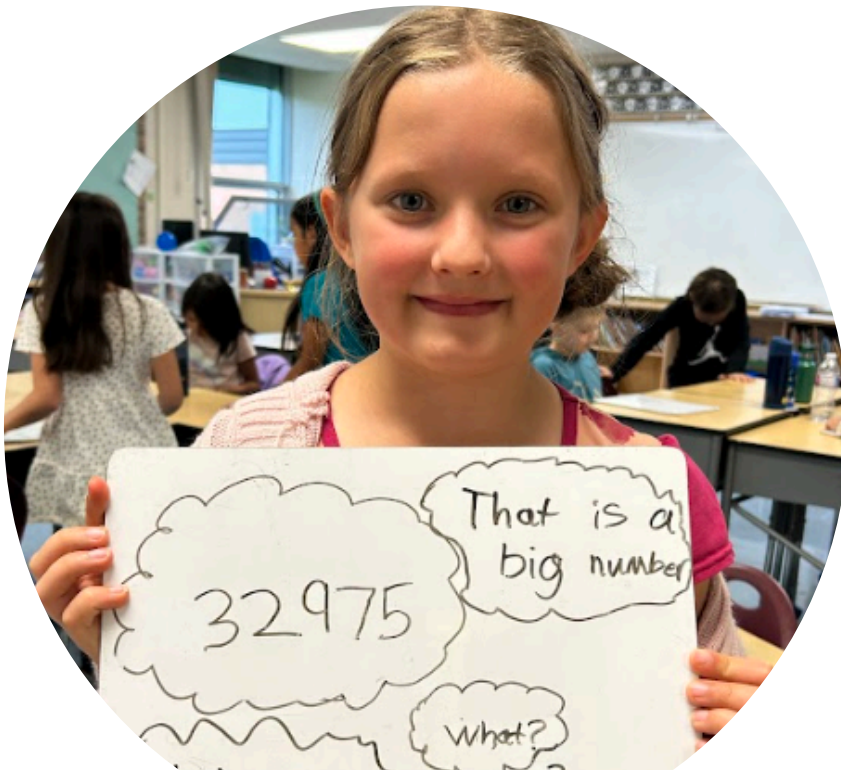
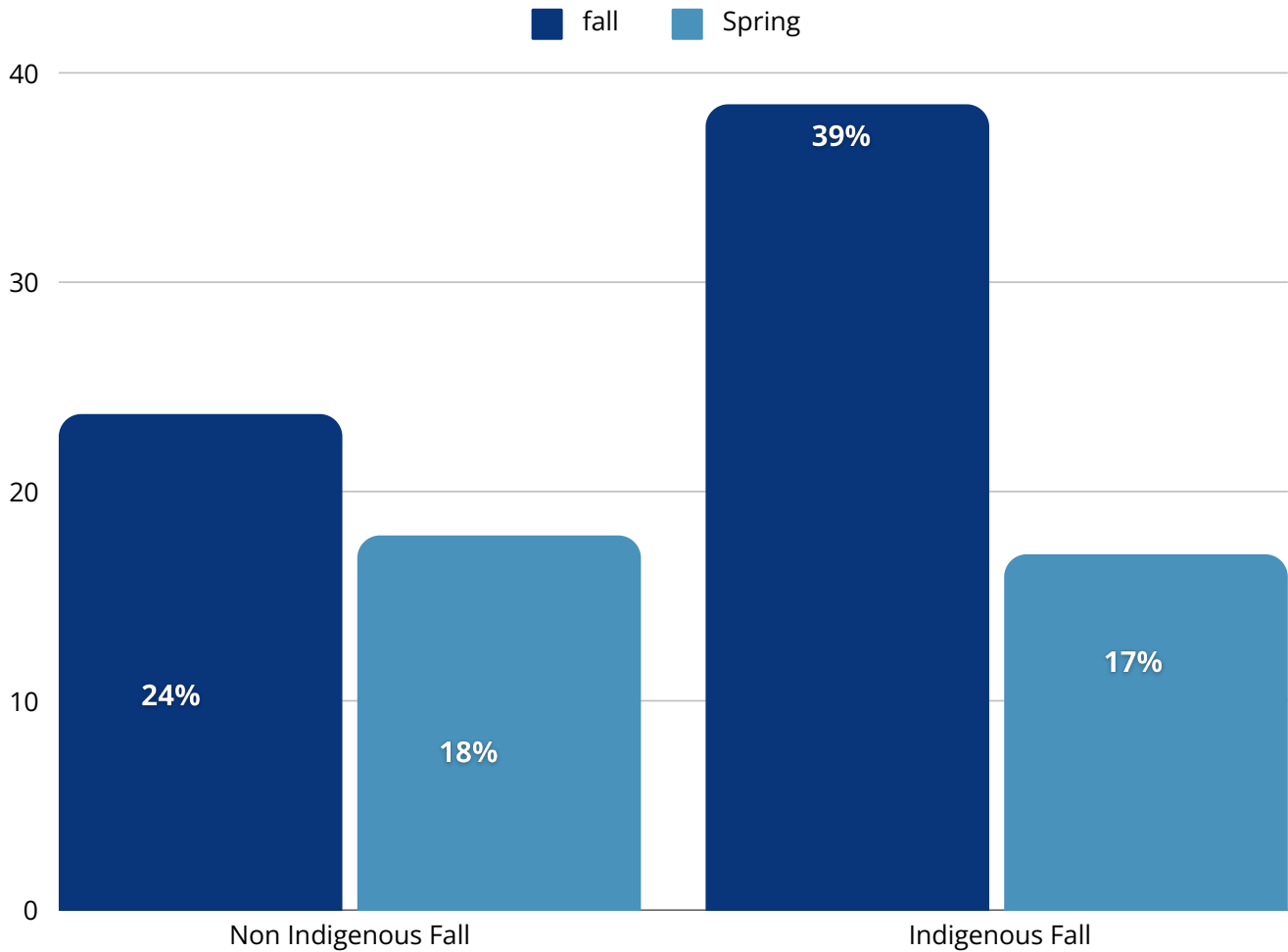
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Springfield School used the Elk Island Catholic School Math Assessment to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics. These assessments complement report card data as well as provincial assessment data.

Springfield continues to access the PRSD Numeracy Coordinator to provide support to our numeracy teachers here at Springfield. The Divisional Numeracy Website is also referenced throughout our numeracy CRMs as a rich resource for teaching and learning. We currently have an intervention teacher who uses the Bridges Math Intervention resource with students needing support in French Immersion and English. In addition, many of our teachers are working with a math consultant in after school Zoom Meetings to dig deeper into curriculum and what is evidence that students understand and have met curricular outcomes.

NUMERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



Summary

The Elk Island Catholic Schools Math Assessment was given to students in the fall and spring of 2023-2024.

All students in Grades 1 through four completed the numeracy assessment.

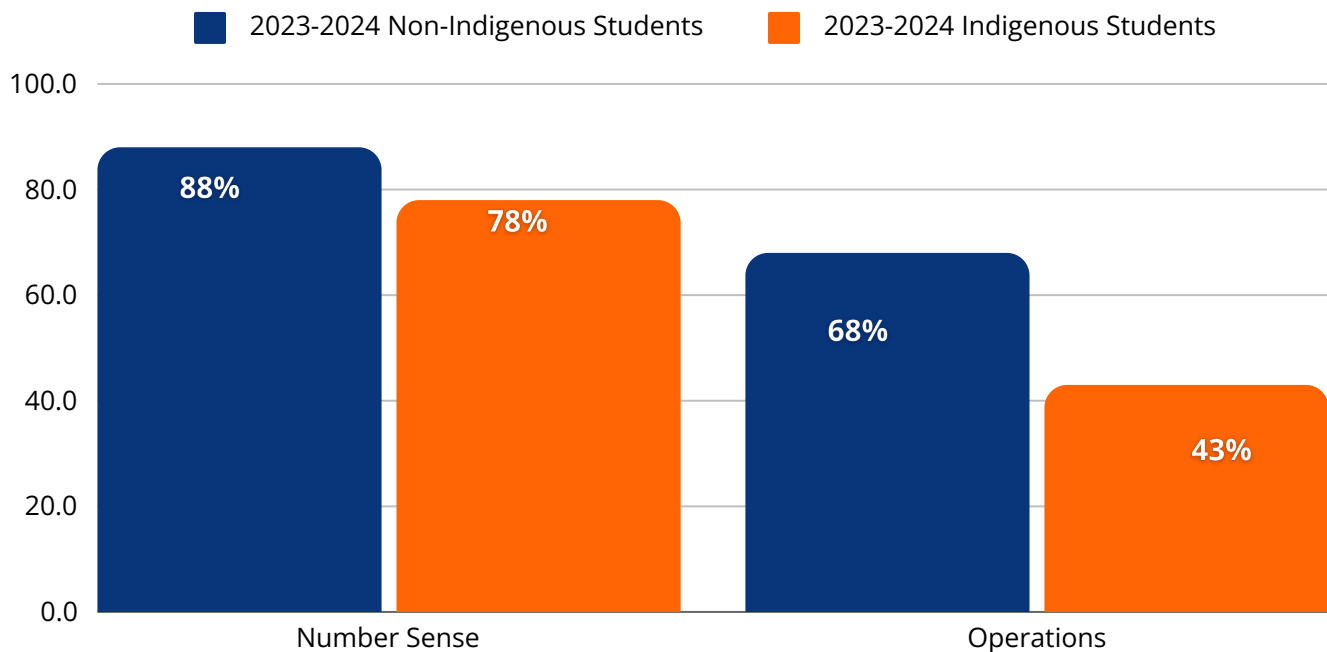
Results indicate a 6% drop in the number of non-indigenous students considered at risk by the end of the school year. Our Indigenous students at risk decreased by 44%. The gap between Indigenous early numeracy achievement and Non-Indigenous achievement was significantly narrowed according to this data.

Work with our divisional math coordinator, and having some extra bridges intervention time for half the year were supports that were put in place.

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 1-4 2023-2024 comparison of students meeting or mastering expectations in Spring



Summary

The NCAT is a locally developed summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-4 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2023-24 NCAT results suggest that 88% of non-Indigenous students and 68% of indigenous students had met or mastered the concepts of number sense. There is a 20% gap between indigenous and non-indigenous achievement. 78% of non-indigenous and 43% of Indigenous have met or mastered operations at the end of the year. This demonstrates a significant gap of 25% between our Non-Indigenous and Indigenous students. We will continue to focus on ways to shrink the gap.

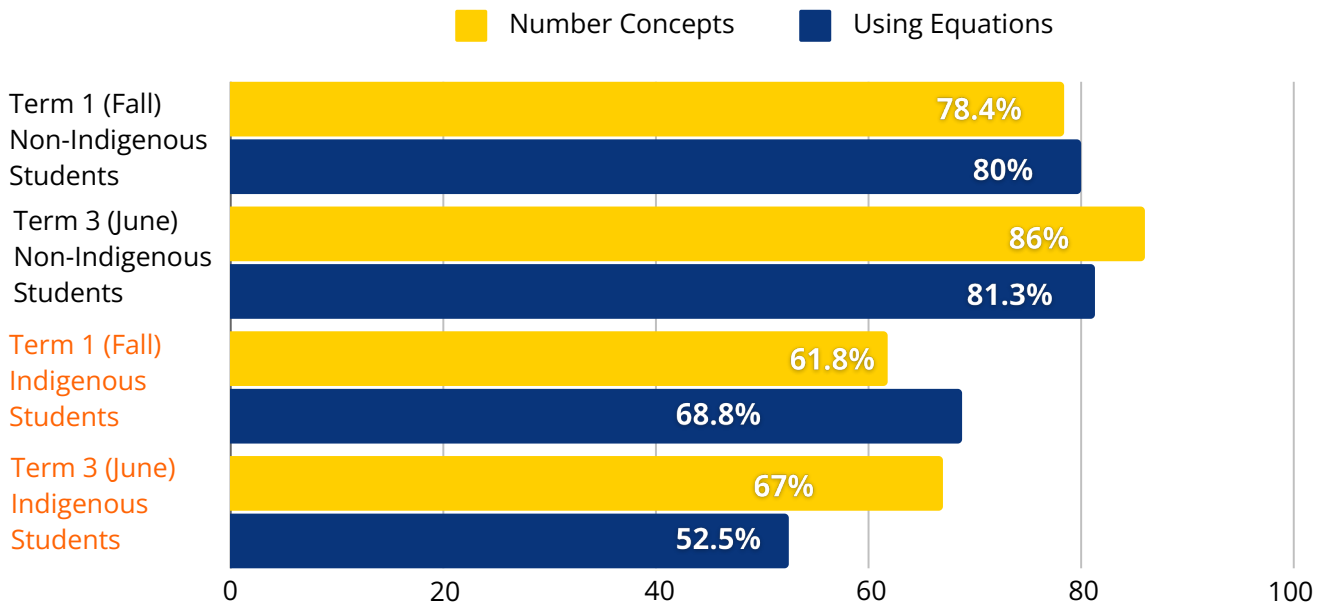


About Numeracy Common Assessment Tool

NUMERACY ACHIEVEMENT RESULTS

2023-2024 Springfield Year-End Report Card Data for Numeracy

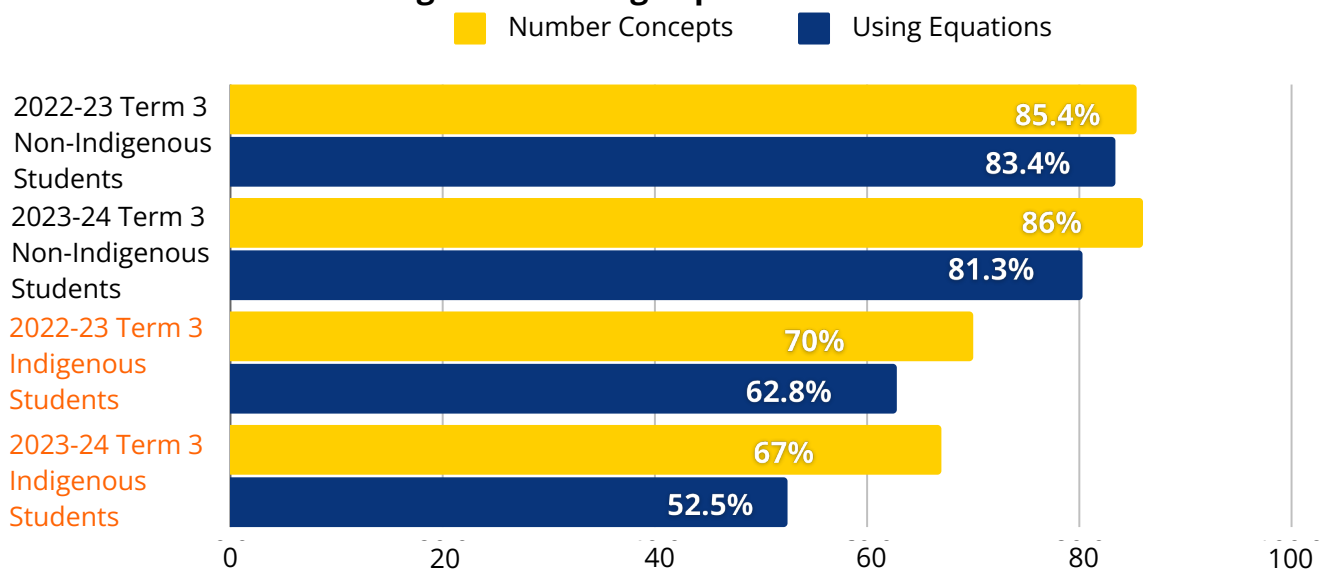
Percentage of Grades 1-4 students meeting or mastering expectations in 2023-24



Summary

The Report Card Data for the 2023-24 school year showed growth in the percentage of Grades 1-4 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. As shown in the graph below, achievement has been steady for non-Indigenous students in the year-over-year comparison. There is a slight decrease in the indigenous students year-over-year data for number concepts.

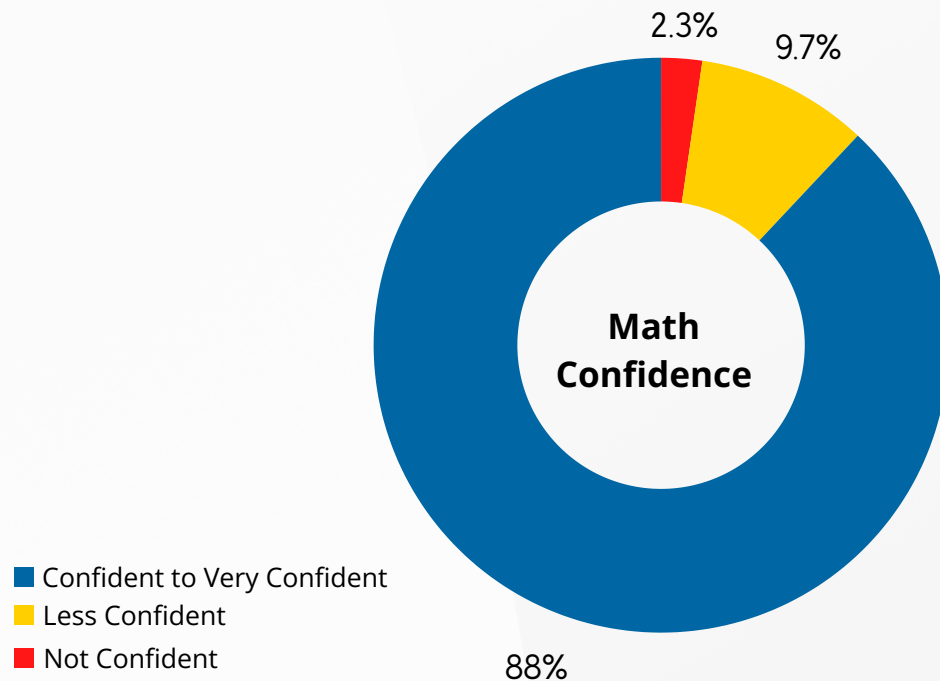
Year-over-year comparison of the percentage of Grades 1-4 students meeting or mastering expectations in Term 3



NUMERACY ACHIEVEMENT RESULTS

Ecole Springfield Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the Springfield Education Assurance Survey data indicated that 88% (combined percentages from students who answered either three or greater on the survey) of Grades 3 & 4 Students felt confident in their numeracy skills.

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



Summary of Numeracy Achievement Results

General Statement

Local PRSD measures such as the Elk Island Catholic School Math Assessment data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 3 and 4 at Springfield reported they felt their numeracy skills and abilities had improved throughout the year. Even though our numeracy results are higher than literacy, we are not yet where we would like to be. The continued gaps in achievement between our Indigenous and non-Indigenous learners is also concerning.

Factors That Affected Results

We continue to experience significant challenges in the area of regular attendance, in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Leaves that teachers need to take are often covered in pieces, which results in less than ideal circumstances. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Springfield's numeracy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills. In addition to working with the divisional numeracy coordinator through various professional development opportunities, we have 2 numeracy leads who take part in targeted professional development in the school who communicate to our teachers these best practices. We have also contracted an elementary math consultant to do after school Zoom sessions and some in school demonstration lessons around student learning and teacher understanding of the curriculum. These are optional sessions, however, the majority of our teachers have been participating. As with any curriculum shift, there is much work to be done to develop a deep understanding of the outcomes and create a foundational numeracy base for our students. We remain committed to doing exactly that.





SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

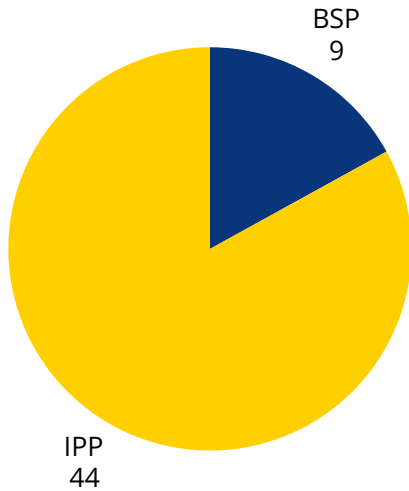
OUTCOME:

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

In an effort to ensure the needs of all students are met, our teachers and Inclusive Education School coaches, work closely with Learning Services team members to ensure the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies including Peace Collaborative Services, efforts are made to ensure all student needs are met.

INCLUSIVE EDUCATION PRACTICES

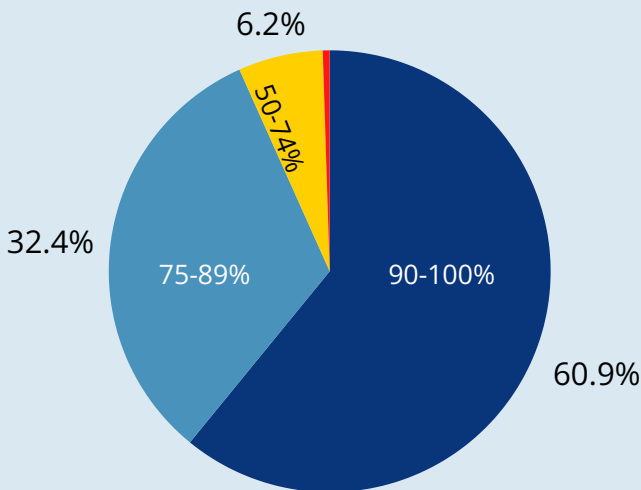
Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data



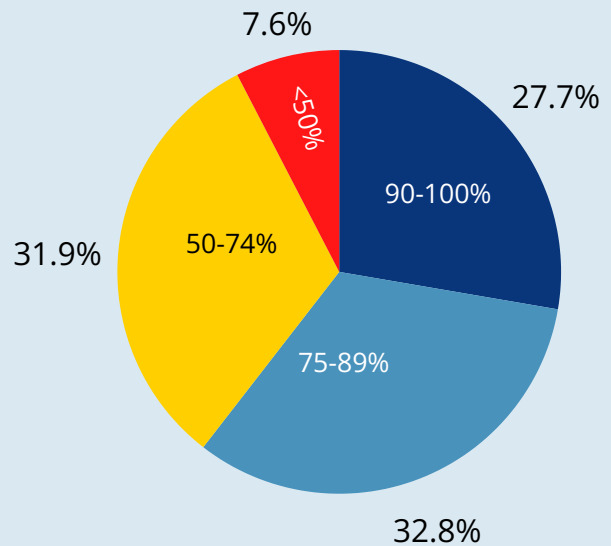
Summary

Regarding Springfield data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 9 BSPs and 44 IPPs implemented in the 2023-24 school year. The total population of students within Springfield in the same school year was 350 (including all the student in and out). As such, approximately 1 in every 6 students in the Springfield required specialized supports during the school year as part of their educational programming.

2023-2024 Attendance Data: Non-Indigenous Students



2023-2024 Attendance Data: Indigenous Students



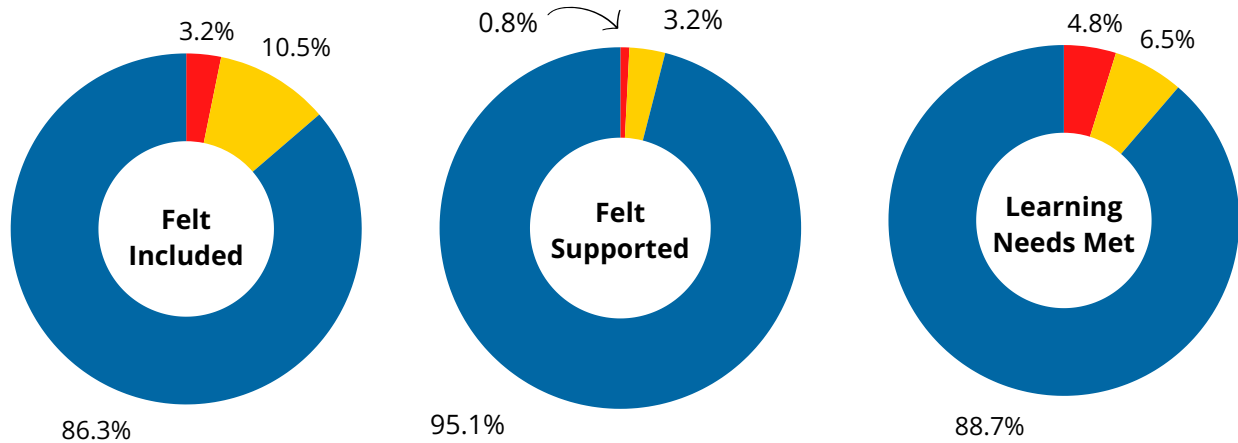
Summary

Springfield 2023-2024 attendance data indicates that 60.9% of the PRSD non-Indigenous students attended school over 90% of the time, compared to only 27.7% for our Indigenous students.

Our School's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, there was a slight improvement over the 2022-23 school year. Pre-pandemic attendance rates were much higher than current rates of attendance, and efforts to improve attendance will continue.

INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion



Grades 3-4

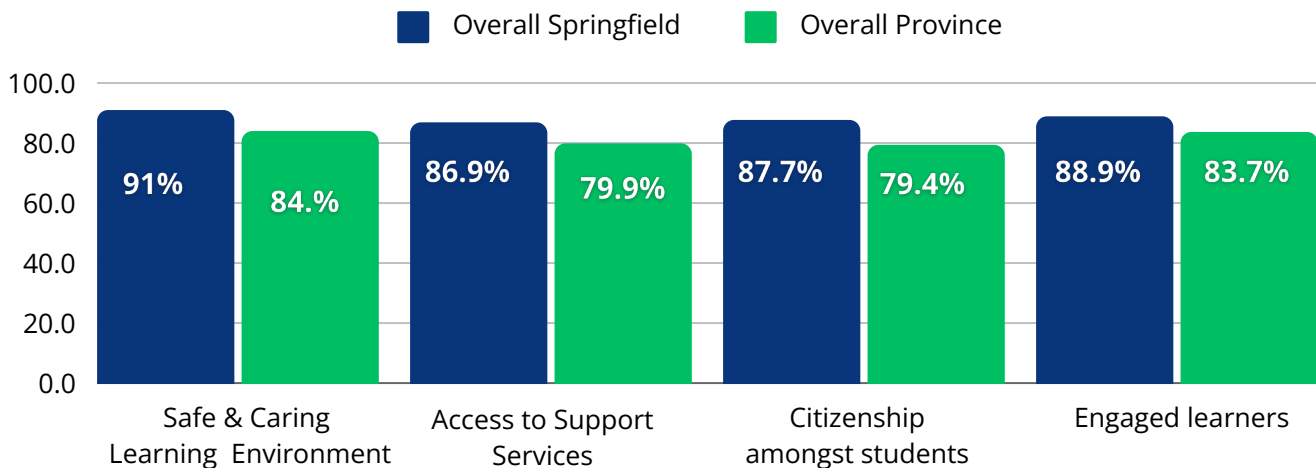
■ Agree
 ■ Somewhat Agree
 ■ Disagree

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

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

Summary [Link to Alberta Education Assurance Measures Results](#)

Based on provincial data, Springfield School exceeded the overall provincial percent average in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, Springfield either maintained an already high standard, or improved upon last year's results.

Summary of Inclusion Education Practices

General Statement

Overall, based on Ecole Springfield School and ABED survey data, Springfield students felt included, safe and well supported in school throughout the 2023-2024 school year. School and Provincial data also showed that a majority of our Springfield students felt their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. Students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of Springfield. Attendance rates for 2023-2024 improved over the previous year; however, they continue to be lower than our target, with only 60.9% of our non-Indigenous students and 27.7% of our Indigenous students attending 90% or more of the time. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

Springfield continues to experience significant challenges in the area of regular attendance, in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels and staff coverage availability. Support staff shortages, due to illness and a sub shortage, resulted in a number of our complex needs students being asked to stay home on days we didn't have an Educational Assistant for them.

Next Steps

Ecole Springfield will continue to focus its efforts to improve attendance rates during the 2024-2025 school year, as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. We are working towards engaging families through family literacy and numeracy nights, which educate our families on ways to promote literacy and numeracy at home. To help encourage families to attend parent teacher interview nights, we offer soup and bannock. We are hoping that this will encourage some parents to attend and see how we support their children at school. We continue to let families know that we will feed, dress and supply school essentials to students who need this support in order to help eliminate this barrier. Our Indigenous Support worker continues to make connections with indigenous families and encourage them to attend. The Division will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.



SUMMARY OF SPRINGFIELD SCHOOL FINANCIAL RESULTS

2023-2024

REVENUES

	<u>Budget</u>	<u>Actual</u>
School Allocation Funding	\$159797	\$159797
Indigenous Education Funding	\$7380	\$7707
Nutrition Grant Funding	\$30295	\$44594

EXPENSES

	<u>Budget</u>	<u>Actual</u>
Instructional (ECS)	\$2500	\$1982
Instructional - Grades 1 to 12	\$34275	\$49463

BUDGET HIGHLIGHTS

Include a list here:

- We use our nutritional grant to supply hot lunch to students for 2 rounds during the year. Some of this is also used to help keep our canteen stocked for students who need lunches and snacks during the day.
- A new sound system for assemblies and Christmas Concerts was purchased as our older system is on its last legs.
- Our school SmartBoards and desktop computers were replaced by laptops and TVs on carts. Springfield's budget covered upgrades to the docking stations and standing desks for teachers to use close to the TVs.
- Our Indigenous funding was used to bring in Elders, a Metis Fiddler who gave lessons to Grade 1-4 students, purchase resources including a Metis tent that is in our foyer.
- Some PD funds were spent on a math consultant who did grade level Zoom meetings. Some resources were also purchased. This consulting is continuing for the 2024-2025 school year.



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