



Charlotte Small Elementary School-4103 2021-2022 Annual Education Results Report

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“Where Every Child Can Dream, Believe and Achieve”

Our mission is to enhance children’s learning and personal growth in a safe, positive and engaging environment

Values

Kindness

Integrity

Well-being

Sportsmanship

Citizenship

School Profile

Charlotte Small Elementary School is located in the community of Condor. The newly constructed school was completed in 2022 and is an open-concept school with facilities to offer exemplary learning opportunities to students in grades kindergarten through to grade 6. Student demographics are approximately as follows: twenty-six kindergarten students, one hundred one students in grades one through three, and eighty-eight students in grades four through six. Students are provided a balanced program with a focus on academics, athletics, wellness and social-emotional learning. Teachers are committed to using data to design developmentally-appropriate and engaging learning experiences. Our older students have the opportunity to join extracurricular athletic teams and parent volunteers are an integral part of this offering. In addition to teachers, our support staff is student-focused and is dedicated to ensuring the entire team of adults works together to provide a safe and caring learning environment. We are fortunate to have a very active group of parents who volunteer to enrich the learning environment of our students.

School: 4103 Charlotte Small Elementary School

Measure	Charlotte Small Elementary Sch			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.3	2.6	2.6	n/a	n/a	n/a
In-Service Jurisdiction Needs	95.6	100.0	95.8	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	81.5	65.4	63.4	81.0	82.1	72.0	High	Improved	Good
Program of Studies	74.6	77.8	79.1	82.9	81.9	82.3	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	76.7	80.0	83.2	81.9	82.7	84.8	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	86.5	90.7	89.8	88.8	90.0	89.2	High	Maintained	Good
Satisfaction with Program Access	68.6	74.2	67.7	72.6	71.8	74.1	Low	Maintained	Issue
School Improvement	61.4	72.3	80.5	74.2	81.4	81.3	Very Low	Declined Significantly	Concern
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	79.4	79.2	81.2	84.9	85.7	83.5	High	Maintained	Good

Analysis of Results

Our inquiry question for the 2021-2022 school year was: To what extent are students and staff impacted when a culture of collaborative inquiry and research-based pedagogy drives teaching and learning?

As this was year two of the amalgamation of two staffs, this inquiry led our team to better understand both individual and collective experiences with regards to staff collaboration and the contribution of research in guiding teaching and learning.

Strategies to deepen understanding of collaborative inquiry included forming Division one and Division two teams to work on professional learning goals. This allowed staff to develop trusting collegial relationships and share insights and questions in a trusted space.

Initial work included defining collaborative inquiry and having teams select areas of interest in the area of pedagogical practice in which teachers wanted to refine their practices. Teachers were encouraged to partner with colleagues with similar learning goals and to share learning experiences at staff meetings and on professional development days.

Teacher leaders shared learning experiences garnered at Division-sponsored sessions regarding pedagogical practices and resources were allocated in order to support student learning using research-based programs including the Heggerty reading program and the Fountas and Pinnell intervention programs.

During staff research, it became apparent that more staff are becoming very comfortable with planning and delivering reading interventions and less confident in the area of numeracy interventions.

A significant part of our plan included having teachers observe one another's classrooms to share best practices with one another. Unfortunately, some of these opportunities were limited due to lack of substitute teacher availability as there was still pressure on the system due to the pandemic.

Additional strategies included holding bi-monthly student support meetings where discussions are collaborative and solution-focused.

Several teachers formed a team to explore how to best integrate foundational Indigenous knowledge into our teaching practices. This team reached out to local elders and families with Indigenous backgrounds in order to plan special events and share best practices with regards to integrating learning into daily plans. As a result of this collaboration, several recommendations were made including resource allocation and the hosting of Indigenous leaders to share knowledge with students and staff.

This inquiry is on-going and has been further refined for the upcoming school year as this same lens of learning (combining collaboration and research) takes focus on curriculum changes. As a result of this inquiry, teachers have continued to share best practices with one another and refine teaching practices to incorporate progressive pedagogy into classrooms. Teachers report higher levels of student engagement and teacher comfort with collaborative learning in classrooms is evident through classroom design and set-up as well as learning plans. It is expected that over time student learning will be positively impacted as teachers adopt best practices and researched strategies into teaching practices.

This year, we had only nineteen parent responses to the Assurance Survey. In addition, eighty-nine students and fifteen teachers answered the survey questions. Our focus on student learning, providing a safe and caring environment and helping students develop positive character traits is reflected in our results summary. Unfortunately, due to covid

restrictions and temporarily relocating to a neighboring high school, the school was required to limit parent access to the school and athletic events. Staff were unable to invite parents to some classroom events as a result of provincial health requirements. It is expected that parental involvement results will improve this year due to the lifting of government health restrictions.

Stakeholder Involvement

These results and analysis were shared with the school council after final reports were made available in November. Staff will continue to use this data to make informed decisions about school improvement and to provide direction for further professional development. Staff took multiple opportunities to analyze results including the assurance and provincial achievement test results. Teachers were also encouraged to share anecdotal evidence with one another and collaboratively gave feedback about this report at staff meetings and on professional learning days.