



Prescott Learning Centre  
**2021/2022 Student Achievement Development Plan Results Report**

Principal: Chris Shaw Assistant Principals: Heather Huisman & Esther VanBeek

*Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

Area in Focus:	<b>Student Achievement</b>
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**Our Vision:**

*Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

**Our Mission:**

*We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.*

**Support progress toward PSD's Vision:**

*Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

Assurance Measures Result

- 81% (3.9% increase from 2021-22) of respondents believe students model the characteristics of active citizenship.

**Align PSD's Mission:**

*We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.*

Assurance Measures

- 87.5% (2.2% increase from 2021-22) of respondents agree that PLC offers a Welcoming, Caring, Respectful and Safe Learning Environments
- 87.7% (4.7% increase from 2021-22) of respondents agree that PLC offers an environment where students are engaged in their learning.
- 78% (9.5% increase from 2020-21) of respondents agree that programs for children at risk are easy to access and timely.

**Baseline Study Participants:**

PLC Staff - Analyzing data from MIPI results, F&P results, Attending First Step in Math PD, Conducting First Steps assessments, Implementing First Steps in Math Interventions and Daily Number Talks,  
 Students grade 1-9 - Completing literacy and numeracy assessments  
 CFE Staff - Sheryl Bridgeman & Shaye Patras - Leading PD in First Steps in Math, Consulting with Admin in Literacy and Numeracy

## Why was Student Achievement our area of focus?

Our data continues to indicate that our students continue to struggle in achieving the learning outcomes set out by the province of Alberta to the degree that they should be. As school leaders endeavoring to support our students and teachers in attaining this standard, it is imperative that Student Achievement in Literacy and Numeracy remain the primary focus of our Development Plan for the 2022/23 school year.

## 2021-2022 Baseline

Our data continues to identify a widening misalignment of our current practices at PLC to what PSD values with regards to Student Achievement. The GAP results on Provincial Achievement Tests (PATs) between the province and PLC students, is clearly evident. The grade six results in both numeracy and literacy reveal these are areas of attention. Though not as pronounced as in grade six, the grade nine results also reveal areas for improvement for staff.

Our Literacy data shows continuous improvement as our students progress through the years, however when compared to the province and PSD, PLC students continue to underperform. With regards to Numeracy, all data indicates significant gaps in student achievement remain a priority requiring immediate attention. Further analysis of our PAT and MIPI results suggest that there are specific areas of the curriculum that are not receiving enough attention.

## 2022-2023 Development Plan

As we continue our work towards improving student achievement at Prescott there remain a number of factors that need to be taken into consideration. While the interruptions in learning and teaching directly attributed to the COVID pandemic appear to be over, respiratory illness for both students and staff continue to have a detrimental effect on student achievement. Specifically, while students and staff have not had to resort to online learning for at the onset of the 2022-2023 school year, absence rates exceeding 20% have resulted in PLC being placed under Respiratory Outbreak status twice in the first term alone. This has impeded opportunities to work with our literacy and numeracy specialists to work with staff and students to improve teacher efficacy in the area of small group instruction. It has also delayed data collection and analysis related to numeracy and literacy.

Despite this, in conjunction with school division mandates, PLC has undergone much more rigorous data collection than in previous years. Staff continue to improve their application of this data to improve instruction. Throughout the process consistency in the application and interpretation of the resulting data will no doubt improve with experience.

Applying this evidence to inform teaching of literacy and numeracy, ensuring resources were rooted in research, and providing PD opportunities for staff remain at the core of our development plan. Transparency and consistency in and of data collection remains a priority as it supports teachers ensuring that students with specific needs receive the support they need. As we continue to build a systematic approach to the early identification of learners who are struggling, in conjunction with our literacy and numeracy specialists (leads) we will implement classroom based supports that not only target and group students according to identified academic needs, but also to address mental health needs within the context of educating post-pandemic.

Initially, our numeracy development plan centered heavily on staff Professional Development with First Steps in Math. For 22-23 the focus is to improve staff efficacy in the area of small group instruction.

Data collection in Literacy and Numeracy, specifically the Letter Name-Sound (LeNS) Assessments, Castles and Coltheart 3 (CC3) Assessment, the Fountas and Pinnell (F & P) Benchmark Assessment System, the Math Intervention Programming Instrument Numeracy Screening Assessments (MiPi), have permitted teachers to develop their respective skills to address specific needs as identified through the aforementioned assessments. While this continues to remain an area for growth, familiarity with the language and processes of these assessments is evident.

In numeracy, as in 2021-2022, for 2022-2023 school years, teachers collected data in September and will also re-assess students in June using (MIPI).

Further, for the first time since the 2018-2019 school year, staff will be able to access comparative Provincial Achievement Exam data for grade six and nine students; both in relation to previous PLC results and in comparison to results in PSD and across the province.

## 2021/2022 Baseline Summary: What do we notice now?

### Reading (Gr. 2-9 October 2021 & October 2022)

Grade (Test Date)	Test Month	% Above Grade Level	% At Grade Level	% Below Grade Level
1	Oct 2021	12	26	62
2	Oct 2022	57	15	28
Change		45%	11%	-34%
2	Oct 2021	42	17	41
3	Oct 2022	67	14	19
Change		25%	-3%	-22%
3	Oct 2021	37	16	47
4	Oct 2022	56	8	36
Change		19%	-8%	-11%
4	Oct 2021	25	39	36
5	Oct 2022	58	10	32
Change		33%	-29%	-4%
5	Oct 2021	22	41	37
6	Oct 2022	61	16	23
Change		39%	-25%	-14%
6	Oct 2021	8	37	55
7	Oct 2022	4	48	48
Change		-4%	11%	-7%

<b>Whole School</b>	<b>Oct 2021</b>	21	36	43
<b>Whole School*</b>	<b>Oct 2022</b>	52	21	27
Change		31%	-15%	-16%

\*Based on 605 student out of 911

## Numeracy

### MIPI, September, 2021 - September, 2022

<b>Grade</b>	<b>Month/Year</b>	<b>% Does not Require Attention</b>	<b>% Requires Some Attention</b>	<b>% Requires Significant Attention</b>
2	Sept, 2021	57	20	23
3	Sept, 2022	45	30	25
Change		-12%	10%	2%
3	Sept, 2021	22	21	56
4	Sept, 2022	22	46	32
Change		0%	25	-24
4	Sept, 2021	28	27	45
5	Sept, 2022	24	30	47
Change		-4%	3%	2%
5	Sept, 2021	24	24	52
6	Sept, 2022	27	34	39
Change		3%	10%	-13%
6	Sept, 2021	32	20	48
7	Sept, 2022	18	15	67
Change		-14%	-5%	19%
7	Jun, 2021	21	33	45
8	Sept, 2022	22	25	53
Change		1%	-8%	13%
8	Jun, 2021	18	14	67
9	Sept, 2022	21	24	55
Change		3%	10%	-12%

## Observations

### Literacy

- In all grade levels, to varying degrees the number of students at grade level for literacy increased dramatically. However, the subjective nature of F & P assessments in conjunction with the school's focus on improved literacy outcomes likely contributed to the dramatic increases in these baseline numbers.
- These data are also reflected in the drop, at some grade levels quite significantly, in the number of students below grade level. Again, this, in some manner, is likely reflective of the factors mentioned above.
- Whole school numbers reflect this trend as well.

### Numeracy

- Unfortunately, in grade three, there was a 12% drop in students requiring some attention. The numbers in the other two categories, particularly in the 'requires some attention' category, increased accordingly.
- Grade four students reflect a positive trend with a considerable decrease in the number of students requiring significant attention. Unsurprisingly, the number of students requiring 'some attention' increased.
- Grade five results are not significantly statistically different from the previous year's result.
- The current grade six, and nine students also reflect a promising trend in improvement over scores from previous years, in all three categories. In particular, students requiring significant attention in these grades reflects a considerable reduction from previous year's results.
- However, the results from the current grade sevens and eights are anomalous to this trend. In both the 'requires some attention' and 'requires significant attention, student numbers reflect a decrease in achievement. However, the current grade sevens, the grade which completed the most recent grade six Provincial Achievement exam, and the first group of students to complete the assessment since 2019, this reduction was the most pronounced.

## Factors influencing results outside of our control

### Attendance

- Though incidents of remote learning were not pervasive across all students in all grades, students still spend a considerable time at home due to individual isolation requirements. In some ways this had an even greater detrimental impact on learning and instruction as teachers were required to simultaneously provide students with both in-person and online learning. Parents were still required to assume the role of teacher to try and teach their children.
- Despite the return to in person learning, for a variety of reasons, consistent attendance continues to be an ongoing problem, in part, due to COVID related illnesses as well as several rounds of gastro-intestinal illness.

### Learning Gaps - Curriculum Implementation

- The unprecedented effect of pandemic related learning loss is difficult to quantify. However, it is difficult to envision this loss having anything but a detrimental effect on progress for the vast majority of students, particularly those in the lower grades.
- In addition to these gaps, kindergarten to grade three teachers face the challenge of introducing a new curriculum. The degree to which the effect of how these gaps will be addressed within the implementation of a new curriculum remains to be seen.

### **Social-Emotional Concerns**

- The return to in-person learning has resulted in dramatically increased requirements for mental health supports, specifically those related to student anxiety. This is indicative that students are struggling specifically with the return to in-person learning and in general.
- The increase in access to PLC school food programs suggests that food insecurity is a concern in the immediate community. This may be a precursor of socio-emotional issues in the home.

### **Delivery of Professional Development & Teacher Collaboration**

- PD that would normally have been provided in person to our teachers was provided online.
- To maintain cohorts, teachers could not collaborate easily or work together to meet the learning needs of their students by combining resources.
- As predictions of PLC's student population overestimated the overall enrollment, funds for professional development were, and remain, sparse. As a consequence, staff have been limited to divisional professional development related to new curriculum, as well as numeracy and literacy opportunities.

### **Demographics**

- 11% of our students are coded with a Mild, a Moderate or a Severe learning disability.

## **Lessons Learned**

### **Data**

- While data collection is essential, it is imperative that these data be interpreted into tangible actions that will improve student outcomes. Data for data's sake is not the solution to improve outcomes related to numeracy and literacy.
- While there are many areas for improvement in relation to numeracy and literacy, the results from data analysis must be used to establish areas in need of the greatest focus for each respective grade level.
- It is imperative moving forward that staff be afforded embedded, assignable collaborative time to collectively analyze data and identify areas of growth and need.

### **Professional Development & Pedagogy**

- The data reveals that while there are many factors beyond the control of the classroom teachers, there are practices such as small group instruction that will improve student outcomes related to numeracy and literacy. When data guides our discussions and our practice it helps us work through the highly personal side of teaching to use research to guide our practice. It is very difficult to change what we have always done, even when the results show it needs to be done differently.
- Research informed practices are vital to overcome misconceptions on how to improve student success in key areas related to numeracy and literacy.

### **Changing Teaching Practice**

- Rather than have pockets of expertise in the form of literacy and numeracy leads (experts), moving forward it is imperative to have all staff become experts in their own right. Not only will this improve each respective teachers' understanding of individual student's strengths and weaknesses, it will also improve collective efficacy to identify and address these weaknesses.
- As teachers need time and space to collaborate, take risks and learn from each other, it is vital that grade level collaborative time be embedded into teachers' time tables. It is anticipated that this will allow for the creation of a seamless approach to numeracy and literacy instruction across grades and divisions.
- As the needs of learners continue to diversify within grade level classrooms, teachers find themselves working harder to accommodate the needs of students both above and below grade level. It is evident that the whole group instruction approach is leading to increased gaps in student learning and is leading to a critical point in teacher workload.
- With regards to literacy and numeracy, it is evident that PLC will need to move further from whole group, to small group instruction in an effort to address the diverse learners in each classroom. Small group

instruction will be prioritized in literacy instruction in terms of push-in and pull out interventions, while the introduction of number talks in K-9 numeracy.

### **Defining the Next Checkpoint (How will we know this is working?)**

- Unlike in previous years, the introduction of annually scheduled literacy and numeracy benchmarks including the F & P, HLAT, LeNS, CC3 and MiPi data throughout the school year will provide a better picture of which students are struggling and which interventions will provide the best course of action.
- Providing staff with embedded collaboration time in the future will provide opportunities to share best practices, particularly as they relate to practices associated with small group instruction.
- We will continue to review results of grade six and grade nine Provincial Achievement Results.