



Prescott Learning Centre
**2023/2024 Student Achievement
 Development Plan Results Report**



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

Area in Focus:	Student Achievement
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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.

School Profile

Prescott Learning Centre is a K-9 school located on the eastern side of Spruce Grove, Alberta. Due to a recent re-configuration of attendance areas due to rising student population, the schools enrollment has dropped from roughly 920 students in 22-23 to 856 in 23-24. Despite this, Prescott remains one of the larger schools within the Parkland School Division. Prescott continues to be a student-centered, innovative, digital learning center that strives to create authentic opportunities for all learners to succeed. Imagination, creativity, innovation, critical thinking, communication, engagement, leadership, empowerment, respect, and resiliency are foundational to our school culture

<p>Support progress toward PSD’s Vision:</p> <p><i>Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.</i></p>	<p>Assurance Measures Result</p> <ul style="list-style-type: none"> 65.1% (16% decrease from 2022-23) of respondents believe students model the characteristics of active citizenship (p.19).
<p>Align PSD’s Mission:</p> <p><i>We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to</i></p>	<p>Assurance Measures</p> <ul style="list-style-type: none"> 76.9% (10.6% decrease from 2021-22) of respondents agree that PLC offers a Welcoming, Caring, Respectful and Safe Learning Environments (p. 83)

<p><i>gain diversity in perspectives and to achieve enduring success.</i></p>	<ul style="list-style-type: none"> • 79.8% (7.9% decrease from 2021-22) of respondents agree that PLC offers an environment where students are engaged in their learning (p. 6). • 74.2% (13.6% decrease from 2021-22) of respondents agree that programs for children at risk are easy to access and timely (p. 161).
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Assurance Measures Observations

Despite a slight increase on the quantitative measures on the Provincial Achievement Test on Standard of Excellence measure (12.5% in 2022 vs. 13.5% in 2023) and a dramatic increase in the Acceptable Standard Measure (57.1% in 2022 vs. 68.9% in 2023, exceeding the Provincial average result by 5.6%), qualitative or affective Assurance Measures results for 2022 - 2023 were frustratingly low. In part, these results may be attributed to a noticeable increase in parental participation on the survey and a decrease in positive staff responses to assurance measures. Perhaps most significantly, budget constraints, the prospects of staff reductions, and the stresses associated with the reconfiguration of the Prescott Learning Centre catchment boundaries, resulting in the relocation of over 80 students, all contributed to perceptions that school efficacy in these particular areas had declined.

Although not as significant as the decrease in school results, it is noteworthy the results on the measures of citizenship, welcoming, caring, respectful and safe learning environments, student engagement, and access to support for at-risk students reflected a similar drop in both the Parkland School Division and Provincial Assurance Measure data as well.

Regardless, as the results below will reveal, despite these challenges, Prescott Learning Centre attained significant improvements in baseline measures in both literacy and numeracy during the 2022 - 2023 school year.

Baseline Study Participants:

PLC Staff - *Analyzing data from MIPI results, F&P results, Elk Island Catholic Schools Math Assessment Results and Daily Number Talks,*
 Students grade 1-9 - *Completing literacy and numeracy assessments*
 CFE Staff - Linda Madge-Arkenstall & Shaye Patras - *Leading PD in First Steps in Math, Consulting with Admin in Literacy and Numeracy*

Why was Student Achievement our area of focus?

Provincial Achievement and literacy numeracy benchmark results from previous years has consistently revealed results that were below provincial averages and acceptable grade levels. As a result, the school has implemented school wide strategies to address these deficiencies. Both benchmarks and Provincial Achievement Test results for the 22-23 school year have revealed a profound improvement on these measures. While areas of improvement remain, as the school moves forward with strategies such as the recently introduced embedded time for collaborative response/common assignable grade level planning and analysis opportunities, it is imperative that numeracy and literacy continue to remain as the school's areas of focus.

2022-2023 Baseline

In comparison with previous school data and Parkland School Division (PSD) data, Prescott Learning Centre (PLC) baseline reading results demonstrated significant improvement during the 2022-2023 school year. In terms of school reading results, the number of grade one through six students reading below grade level dropped from 39.1% in September to 21.7% by June; an improvement of 17.4%. In comparison, in September PSD had 42.5% of students reading below grade level which had dropped to 31.7% by June.

Although the reading benchmarks for grades seven through nine only showed a 3.1% decrease in students reading below grade level from September 2022 through June 2023, and an increase of 3.2% increase of students reading at the excellent level, it is worth noting that over the same measures, divisionally, the number of students reading below grade level increased over the same period from 29% in September to 38.2% in June. Grade seven through nine students reading at the excellent level through the school division dropped from 16.5% in September to 8.5% in June. Clearly, on these qualitative measures, PLC is bucking the trends within the school and throughout the school division.

2023-2024 Development Plan

Unlike previous years, the relative lack of impediments as a result of the pandemic, the 2022 - 2023 school year permitted staff with greater opportunities to work with our literacy and numeracy specialists to improve teacher efficacy in the area of small group instruction. It has also allowed for improved data collection and analysis related to numeracy and literacy. However, a variety of circumstances resulted in inconsistent opportunities for collaboration.

As with all other PSD schools and with schools across the province, in 2022 -2023 PLC embarked on a rigorous regime of numeracy and literacy benchmarks to assess student outcomes and progress in these areas. The significant improvement in the baseline literacy results in comparison with both previous school and school division results suggests that Prescott Learning Centre's approach to numeracy and literacy and focus on small group instruction is yielding impressive results in terms of student learning outcomes. However, it must be noted that improvement was based on inconsistent opportunities for data analysis, direct instruction of students, and collaboration between teachers, colleagues, and numeracy and literacy leads.

In an effort to provide a more systematic approach to numeracy and literacy, for the 2023 - 2024 school, all PLC teachers have been provided with collaborative grade level planning time which is embedded in their schedules. Not only will assignable time provide teachers with the opportunity to collectively analyze the variety of available data which will be used to improve teaching practices, it will also allow for regular opportunities to work with both school and school division leads and specialists in literacy and numeracy. As well, this time will allow for grade level teams to meet with the school psychologist and administration under the guise of the Collaborative Response approach to improving teaching and learning as well as ensuring that students with significant challenges have access to timely and effective interventions.

In 2021 - 2022, our numeracy goals for the development plan centered heavily on staff Professional Development with First Steps in Math. With the addition of a numeracy lead in 2022 - 2023, the focus shifted to Math Talks and the introduction of approaches outlined in Peter Liljedahl's *Building Thinking Classrooms* (2020). For 22-23 the focus was to improve staff efficiency in the area of small group instruction and supporting learners working below grade level within the context of busy classrooms.

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. As in 2022 -2023, for this school year this will continue to be an area for focus and growth throughout all grade levels at PLC.

As in 2021 - 2022 and 2022 - 2023 school years, with regards to numeracy, teachers will continue to collect data in September and will also re-assess students in June using the Math Intervention Programming Instrument (MIPI) and Elk Island Catholic School Numeracy Assessment Results.

Further, the 2023 Provincial Achievement Tests (PATs) revealed a marked improvement in numeracy results, particularly in grade nine. With two years of post-pandemic results, with collaborative planning time embedded in their respective schedules, staff will be better able to access valid 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.

Finally, while it may appear that the two other goals of improved mental health and embracing diversity identified in the 2023 -2024 PLC Development Plan are rendered subordinate to the goals of numeracy and literacy, the collaborative response approach will allow for better identification and intervention for students with the most significant academic and socio-emotional challenges.

2022/2023 Baseline Summary: What do we notice now?

Unfortunately, due to changes in benchmarking expectations for both numeracy and literacy many of the measures utilized in previous results reports are not available for this school year. In literacy for example, unlike in previous years, Grade Seven students no longer complete the Fountas and Pinnell benchmark assessment. Instead, they complete the Reading Comprehension Assessment Tool (RCAT). Unfortunately, this renders comparisons with the previous year's results invalid. This year, Grade Six students will complete the RCAT at the end of the year, allowing a comparison of the Grades Six and Seven students, Grade Seven and Eight students, and Grade Eight and Nine students we will be able to compare the 6-7, 7-8, and 8-9 data using the same assessment measures.

While we currently are unable to authentically compare results from 2022 with 2023 as with previous years, we are able to compare literacy results with other Parkland School Division Schools. The reading and spelling inventory results for both Grades One through Six and Grades Seven through Nine are listed below. Writing results comparatives will be available in March of 2024. This data is provided below:

Reading:				
School Reading Results Grades 1-6	PLC/School September 2022:	PSD/Divisional September 2022:	PLC/School June 2023:	PSD/Divisional June 2023:
	39.1% Reading below grade level 60.9% Reading at or above grade level	42.5% Reading below grade level 57.5% Reading at or above grade level	21.7% Reading below grade level 78.3% Reading at or above grade level	31.7% Reading below grade level 68.3% Reading at or above grade level

School Reading Results Grades 7-9 (RCAT)	School September 2022:	Divisional September 2022:	School June 2023:	Divisional June 2023:
	29.1% Reading below grade level 29.1% Reading at the satisfactory level 31.1% Reading at the competent level 10.8% Reading at the excellent level	29% Reading below grade level 26.9% Reading at the satisfactory level 26.9% Reading at the competent level 16.5% Reading at the excellent level	26% Reading below grade level 33.6 Reading at the satisfactory level 26.4% Reading at the competent level 14% Reading at the excellent level	38.2% Reading below grade level 29.3% Reading at the satisfactory level 24.0% Reading at the competent level 8.5% Reading at the excellent level
Writing:				
Writing Results:	School March 2023:		Divisional March 2023:	
	21.1% writing below grade level 41.4% writing at a satisfactory level 30.7% writing at the competent level 6.9% writing at the excellent level		21.4% writing below grade level 39.3% writing at a satisfactory level 29.6% writing at the competent level 9.7% writing at the excellent level	
Spelling Inventory:				
Results:	School September 2022:	Divisional September 2022:	School June 2023:	Divisional June 2023:
	58.1% scored below grade level in the spelling inventory. 41.9% scored at grade level on the spelling inventory .	45.3% scored below grade level in the spelling inventory. 54.7% scored at grade level on the spelling inventory .	42.8% scored below grade level in the spelling inventory. 57.2% scored at grade level on the spelling inventory .	44.5% scored below grade level in the spelling inventory. 55.5% scored at grade level on the spelling inventory .

As with literacy, a shift in assessment tools from the MiPi to the Elk Island Catholic Schools Numeracy Assessment Tool have rendered comparisons Grade One through Six numeracy comparisons inauthentic due to the inherent differences in each respective tool. Next year's data will provide an opportunity to once again compare results for these grades. Further, unlike last year's reporting, data identifying the percentage of students requiring significant attention was not provided. Fortunately, comparisons can still be made for Grades Six through Nine.

**Numeracy
MIPI, September, 2022 - September, 2023**

Grade	Month/Year	% Does not Require Attention	% Requires Some Attention	% Requires Significant Attention
2	Sept, 2022	N/A	N/A	N/A
3	Sept, 2023	N/A	N/A	N/A
Change				

3	Sept, 2022	N/A	N/A	N/A
4	Sept, 2023	N/A	N/A	N/A
Change				
4	Sept, 2022	N/A	N/A	N/A
5	Sept, 2023	N/A	N/A	N/A
Change				
5	Sept, 2022	36	64	
6	Sept, 2023	N/A	N/A	N/A
Change				
6	Sept, 2022	42	58	
7	Sept, 2023	33	67	
Change		-9	+9	
7	Jun, 2022	19	81	
8	Sept. 2023	31	69	
Change		+12	-12	
8	Jun, 2022	27	73	
9	Sept. 2023	34	66	
Change		+7	-7	

Observations

Literacy

- In comparison with the remainder of the school division, PLC enjoyed a 17.4% improvement in Grade One through Six students reading below grade level compared with a 10.8% improvement for the remainder of the school division.
- While Grade Seven through Nine school reading results for students reading below grade level only improved 3.1%, when contrasted with a school division 9.2% increase of students reading below grade level between Sept. 2022 and June 2023, PLC students showed a net increase of 12.3% compared with the rest of the school division
- School spelling inventory results for students reading below grade level improved 15.3% between Sept. 2022 and June 2023 compared with a divisional improvement of 2.8% for the remainder of the school division.
- As previously mentioned, writing result comparisons will not be available until March 2024. However, unlike reading and spelling results, PLC's writing results from March 2023 were statistically in alignment with school division results.
- Overall, PLC's marked improvement in reading and spelling inventory results reflect the considerable time and efforts of school staff to address these concerns in these areas specifically. While there remains much work to be done, these impressive results reflect the hard work and dedication of PLC staff.

Numeracy

- As a result of the new curriculum implementation, PSD students in Grades One through Four who previously completed the Alberta Education Numeracy Screening Assessment wrote the Elk Island Catholic Schools Numeracy Assessment this year. Students in Grades Five and Six, who previously completed the MIPI also wrote the Elk Island Catholic Schools Numeracy Assessment this year.
- Further, with upcoming new curriculum implementation, it is likely a new tool will be introduced in Grades Seven through Nine.
- It is important to consider that nearly all benchmark assessments, including numeracy, can be 'reading heavy' which may obscure accurate results on numeracy benchmarks.
- Between Sept. 2022 and Sept. 2023 the number of students requiring attention in numeracy increased a disappointing 9%.
- These results were reflected on Provincial Achievement Tests where a full third of all PLC Grade Six students fell below the acceptable standard compared with a provincial average of 19.4%. This in part is attributable to test participation rates. Whereas 5.3% of PLC Grade Six students were absent or excused from the exam, provincially the rate of excused and absent was more than three times higher at 16.2%.
- While disappointing, considering total Grade Six enrollments, it is important to consider that the 2023 acceptable standard results were still 10.9% higher than in 2022 and 4.1% higher than the last pre-pandemic test period in 2019. As well, the 14.9 percent of PLC Grade Six students attaining the standard of excellence was 9.5% higher than in 2022 and 7.3% higher than in 2019. These results suggest that the school's numeracy results are trending in the right direction.
- Inversely, both Grades Eight and Nine showed a decrease in the number of students requiring attention: a 7% improvement in Grade Nine and an impressive 12% in Grade Eight.
- The school attained similar results on the Grade Nine PAT with 64.4% of students attaining the acceptable standard on the math exam (compared with 38.9% and 49.2% in 2022 and 2019 respectively). The standard of excellence improved to 14.9% in 2023 compared with 4.8% in 2019 and 11.1% in 2022.
- The percentage of Prescott Learning Centre Grade Nine students attaining the acceptable standard was an impressive 11.2% higher than the provincial average.

Factors influencing results outside of our control

Attendance

- Fortunately, the number of students who were required to partake in remote learning due to individual isolation requirements were considerably lower last year than in previous years. While the number of students attending school less than 50% of the time is much smaller than in previous years, the achievement of these particular students remains stubbornly low. However, what is concerning is the increase in the number of students attending school between 50% and 75% of the time. Often, these instances have less to do with chronic or acute physical illness and are attributable to other factors such as extended trips or vacations or other non-physical illnesses such as anxiety, depression, and other similar afflictions.
- The 2022-2023 school year saw a higher number of extended teacher and support staff absences due to illnesses than pre-pandemic levels. Although much improved from the previous three years, staff absences no doubt had an effect on student achievement in terms of literacy and numeracy.
- As with the years since and after the onset of remote learning due to the pandemic, consistent attendance remains an ongoing concern which will require greater attention at the school, divisional, and provincial level.

Learning Gaps - Curriculum Implementation

- Although Prescott Learning Centre data suggests that learning gaps attributable to COVID are closing, the learning loss associated with the pandemic continues to have a detrimental effect on progress for a large number of students. However, baseline reading results suggest that unlike in the previous year, it is now the students in the upper grades that are experiencing the most negative effects of the learning gaps.
- In addition to school initiatives aimed at improving literacy and numeracy outcomes, throughout the year, teachers in grades kindergarten through grade six have been tasked with becoming familiar and implementing a variety of new curricula. Though important, these responsibilities require considerable time and effort in already demanding schedules.

Social-Emotional Concerns

- In all likelihood, the 40 documented student referrals from parents/guardians, teachers, and school administration to the school psychologist over the first quarter of the 2023 - 2024 school year suggests that this year's numbers will overwhelmingly exceed the 99 referrals for the 2022 - 2023 school year. It would appear that factors both within and outside of the classroom continue to have a detrimental effect on the socio-emotional well being of our students, and in many cases, their respective families as well.
- While the success of the numerous PLC food programs should be lauded, the necessity of these programs to be robust in order to improve the increasing nutritional demands of students is indicative of struggles beyond the control of the classroom. Simply, while it is wonderful to see so many community volunteers supporting the school's food programs, the popularity of these programs suggests that the food insecurity associated with socio-economic concerns is negatively impacting the academic and affective outcomes of students.

Literacy and Numeracy Lead Release Time

- The significant increase in baseline results, particularly related to literacy suggests that time embedded for numeracy and literacy leads to work with teachers is invaluable in improving outcomes. Unfortunately provincial funding for this initiative is not released until well into the school year. The uncertainty associated with this approach often means there is less time for these leads to work with teachers and students in the first half of the school year than the latter half. The result is a reactive, rather than proactive approach to working with students who are struggling with numeracy and/or literacy.
- The success of last year's literacy and numeracy benchmarking results has led to much lower than expected Learning Loss grant's from the provincial government. As a consequence, there will be much less release time for the literacy and numeracy leads compared with the 2022-2023 school year.

Demographics

- 8% of our students are coded with a Mild, Moderate, or a Severe learning disability.

Lessons Learned

Teacher Collaboration & Professional Development

- In order to improve student learning and socio-emotional outcomes, the school has identified and prioritized opportunities providing teachers and support staff the time and space to engage in examining classroom practices and pedagogical approaches while identifying and responding to the ever increasing needs of students. As such, embedded time for collaborative planning and team meeting with colleagues, numeracy and literacy leads, school division subject area

specialists, and school administration will be the primary means to attain the goals outlined in the 2022 - 2023 PLC Development Plan.

- Even prior to the pandemic, teachers and support staff found it increasingly difficult to address the diverse needs of students through teacher centered whole group instruction. Post pandemic, with the needs of learners continuing to become even more diverse within grade level classrooms combined with decreasing classroom resources, teachers and support staff find themselves working even harder to accommodate the needs of students both above and below grade level. It is evident that the whole group instruction approach will eventually lead 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 continue 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 for both numeracy and literacy instruction in terms of push-in and pull out interventions.
- With limited time and resources available for professional development, much of the focus will be devoted to the implementation of the new curricula as mandated by Alberta Education. Much of this professional development will occur at the divisional level. New for 2023-2024, embedded weekly grade level collaborative planning opportunities will also facilitate professional development opportunities related to curriculum implementation.

Data

- While data collection continues to be essential, it is imperative that teachers be provided with embedded collaborative time to interpret the results and work collectively to address and mitigate learning gaps in students. Doing so will allow teachers to identify the areas of greatest need and to focus attention on the pedagogical approaches that will have the greatest benefit to students at each respective grade level. In response to this revelation, assignable collaborative grade and subject level blocks have been embedded in teachers' timetables.

Professional Development & Pedagogy

- The implementation of practices such as small group instruction for both numeracy and literacy had a profound impact on outcomes related to numeracy and literacy. As teachers at all grade levels become increasingly familiar with practices related to small group instruction, the introduction of division level numeracy and literacy specialists into embedded collaborative planning time will aid in continuous improvement in the delivery of small group instructional practices.

Changing Teaching Practice

- Despite the aforementioned comments on the contributions of division level specialists, and the contributions of school level literacy and numeracy leads (experts), as teacher confidence and efficacy improves, it will be incumbent upon school staff to become experts in their own right on numeracy and literacy.
- With the onset of embedded, assignable collaborative preparatory opportunities, it is imperative that procedural practices be implemented within teacher planning meetings to ensure that this time effectively and efficiently improves instructional practices in order to improve student learning outcomes.

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

- Lessons learned from the 2022 -2023 roll out of annually scheduled literacy and numeracy benchmarks including the F & P, HLAT, LeNS, CC3, EICS Numeracy Assessment, and MiPi assessment tools will allow for more timely assessment opportunities as well as greater opportunity to comparatively track progress over an ever increasing time period.

- The implementation of embedded collaboration time for the 2023 - 2024 school year will provide staff with unprecedented opportunities to share best practices, particularly as they relate to practices associated with small group instruction, remediation, and timely interventions.
- Improvements in the data tracking through the Dossier software program regarding school psychologist referrals will provide a baseline that will identify both areas requiring greater attention and more effective delivery/referrals for student interventions.
- With increased student participation and the return of annual Provincial Achievement Tests, improved validity in test results will enable staff to continue effective pedagogical approaches and better identify and remediate areas for improvement in teaching practices.