



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



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## 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 to 822 in 24-25. Despite this, Prescott continues to be one of the larger schools within the Parkland School Division. PLC remains 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.

## PLC School Council/Fundraising Foundation

While mighty, monthly PLC School Council meetings average between five and ten participants both virtually and in person. Throughout the year the secretary and communications executive position were vacant. Despite this, the council did host a session open to families from all PSD schools regarding online safety and shared and submitted a letter to the Minister of Education expressing concerns surrounding the weighted moving average funding formula. The council did receive a response from the minister acknowledging receipt of the letter. PLC School Council Executive members frequently attend PSD Council of School Councils (COSC) Meetings and had the opportunity to share this initiative with other school councils as well as the letter template they created with other PSD School Councils

Inversely, the monthly PLC Fundraising Foundation meetings average between 10 to 15 participants. The School Council oversees the PLC Fundraising Foundation which proudly funded a \$40 000 outdoor classroom at the front of the school and raised over \$170 000 towards providing a more inclusive playground by removing the wood chips and installing a (recycled) rubber base.

**PLC's Area of Focus: *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.*

## PLC's Development Plan Goals 2022 - 2025

### 1 LITERACY DEVELOPMENT

We will continue to use evidence based practises to deliver high-quality learning opportunities for students develop the necessary literacy skills to be successful in today's world.



### 2 NUMERACY DEVELOPMENT

We will create pervasive numeracy rich environments where students will have the opportunity to learn and explore in order to develop an understanding of why the mathematical world works the way it does.



### 3 IMPROVED MENTAL HEALTH

We will continue to refine our efforts in order to create and maintain a positive mental space for students to grow and thrive. We will ensure that students will have timely access to mental health support and connections when required.



### 4 EMBRACE DIVERSITY

We OK believe in the creation of an environment, built on a foundation of mutual respect for each other and ourselves. Everyone will feel welcomed and safe at Prescott regardless of one's race, religion or sexual orientation.



## Why was Student Achievement our area of focus?

Prior to 2023 -2024, Provincial Achievement and literacy numeracy benchmark results consistently revealed results that were below provincial averages and acceptable grade levels. As a result, the school implemented school wide strategies to address these deficiencies. Both literacy and numeracy benchmarks and Provincial Achievement Test results for the 2023 - 2024 school year have revealed a profound improvement on these measures. While areas of growth 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.

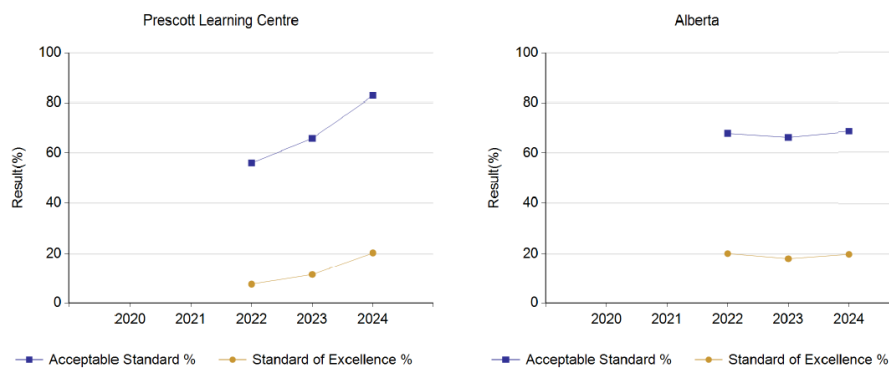


## PLC 2023 - 2024 Provincial Achievement Tests (PATs) Results

### Grade Six PAT Results By Number Enrolled Measured History

	Prescott Learning Centre					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	93	114	69	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	55.9	65.8	82.6	High	Improved Significantly	Good	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	7.5	11.4	20.3	High	Improved	Good	n/a	n/a	20.1	18.0	19.8

### Grade Six PAT Results By Enrolled Measure History



#### Overview of Grade Six PAT Results

- Overall - 82.6% of Students achieved the Acceptable Standard on the PATs. This was an improvement of 16.8% over the school's previous year's results and exceeded the provincial average by 14.1%.
- Overall - 20.3% of Students achieved the Standard of Excellence on the PATs. This was an improvement of 8.9% over the school's previous year's results and exceeded the provincial average by 0.5%.

### Grade Six First Nations Metis & Inuit PAT Results By Enrolled Measure History

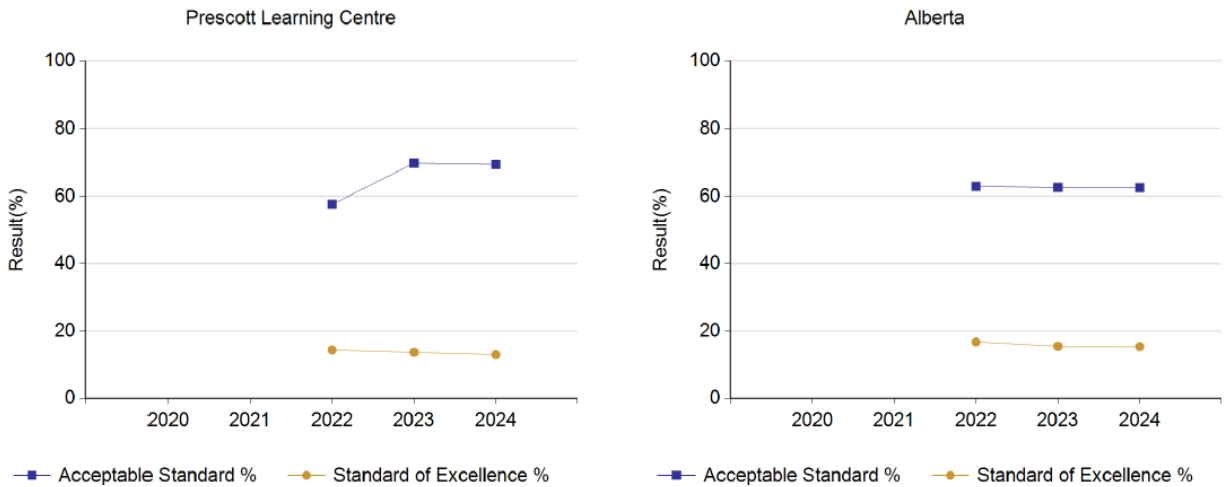
#### Overview of Grade Six FNMI PAT Results

- For 2024 there were no self-identified PLC FNMI students participating in the writing of the Provincial Achievement Tests. Therefore, no comparable data is available for 2024 - 2025.

### Grade Nine PAT Results By Number Enrolled Measured History

	Prescott Learning Centre					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	59	97	108	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	57.6	69.8	69.4	Intermediate	Maintained	Acceptable	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	14.4	13.7	13.0	Low	Maintained	Issue	n/a	n/a	16.8	15.5	15.4

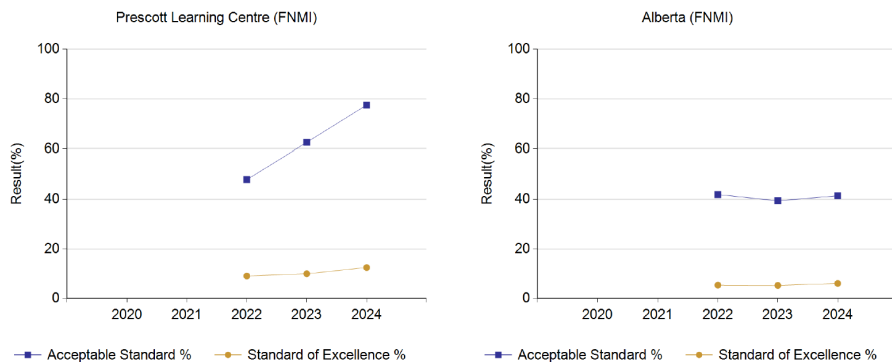
## Grade Nine PAT Results By Enrolled Measure History



### Overview of Grade Nine PAT Results

- Overall - 69.4% of Students achieved the Acceptable Standard on the PATs. This was a decrease of 0.4% over the school's previous year's results and exceeded the provincial average by 6.9%.
- Overall - 13% of Students achieved the Standard of Excellence on the PATs. This was a decrease of 0.7% over the school's previous year's results and was 2.4% lower than the provincial average.

## Grade Nine PAT First Nations Metis & Inuit Results By Enrolled Measure History



### Overview of Grade Nine FNMI PAT Results

- Overall - 77.5% of Students achieved the Acceptable Standard on the PATs. This was an increase of 15% over the school's previous year's results and exceeded the provincial average by 36.1%.
- Overall - 12.5% of Students achieved the Standard of Excellence on the PATs. This was an improvement of 2.5% over the school's previous year's results and was 6.4% higher than the provincial average.

### Interpretation of our Provincial Achievement Test Results:

Before the 2024 Provincial Achievement Test (PAT) (Results can be analyzed, there are three important factors to take into consideration: any and all high stakes exams provide a snapshot of which curricular outcomes a student has or has not mastered over the course of a term; there were no self-identified FNMI students writing the Grade Six Tests and 10 self-identified FNMI student writing in Grade Nine; and, in 2024 the Grade Six students were excused from the English Language Arts and Mathematics PATs.

With this in mind, PLC Grade Six and Nine students continued the trend from previous years which resulted in impressive results. In Grade Six, particularly in Social Studies, the results reveal a dramatic improvement both in terms of previous years, and in comparison, to provincial averages. Specifically, the improvement in the Standard of Excellence results are noteworthy indeed.

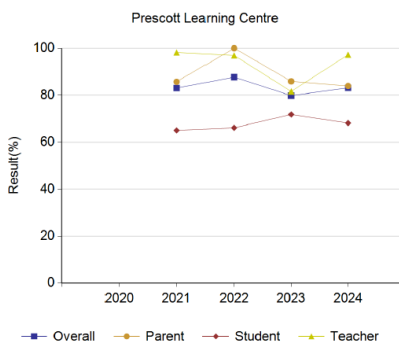
While not as impressive, the Grade Nine results continue to show marked improvement in the Acceptable Standard. In all four core areas, English Language Arts, Mathematics, Social Studies, and Science, the PLC Acceptable Standard Results all exceed the provincial average. However, the Standard of Excellence lags below provincial results. In terms of FNMI students, while taking into consideration the relatively small sample, the overall results are commendable.

The overall results reflect the school's focus on numeracy and literacy and suggest the effectiveness of interventions from the numeracy and literacy leads, internal professional development, and the effectiveness of small group instruction.

## PLC Fall 2024 Alberta Education Assurance Measure Fall Results

The following charts represent student, parent, and teacher responses on the 2024 Alberta Education Assurance Measures Results:

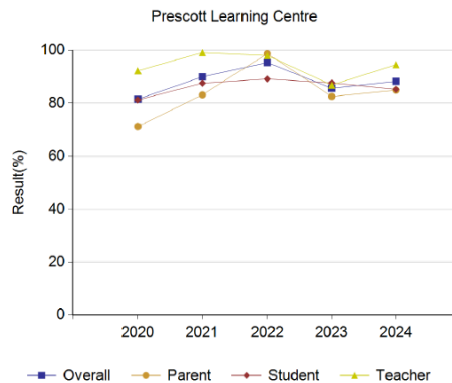
### Student Engagement- Percentage of teachers, parents and students who agree that students are engaged in their learning at school.



#### Overview of Engagement Results

- Overall - 83.1% Students, Parents and Teachers agree that students are engaged in their learning. This is a 3.3% improvement from the previous year.
- 83.9% of parents agree that students are engaged in their learning, a 2% decrease from the year previous.
- 68.1% of students agree that they are engaged in their learning, a 3.7% decrease from the year previous.
- 97.2% of teachers agree that students are engaged in their learning. This is a 15.6% increase from the previous year.

**Education Quality** - Percentage of teachers, parents and students satisfied with the overall quality of basic education. (pg. 69)

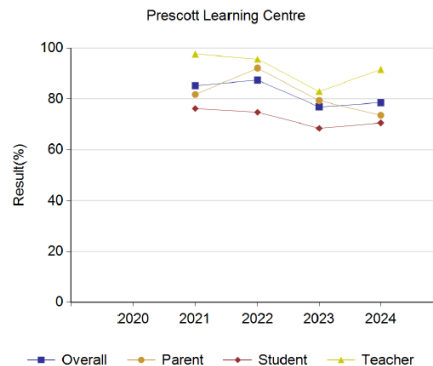


**Overview of Engagement Results**

- Overall - 88.2% Students, Parents and Teachers are satisfied with the overall quality of basic education. This is a 2.6% increase from the previous year.
- 84.9% of parents are satisfied with the overall quality of basic education, a 2.4% increase from the year previous.
- 85.2% of students are satisfied with the overall quality of basic education. This is a 2.4% decrease from last year.
- 94.5% of teachers are satisfied with the overall quality of basic education. This is a 7.7% increase from the previous year.

**Welcoming, Caring, Respectful and Safe Learning Environments**

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (pg. 96)

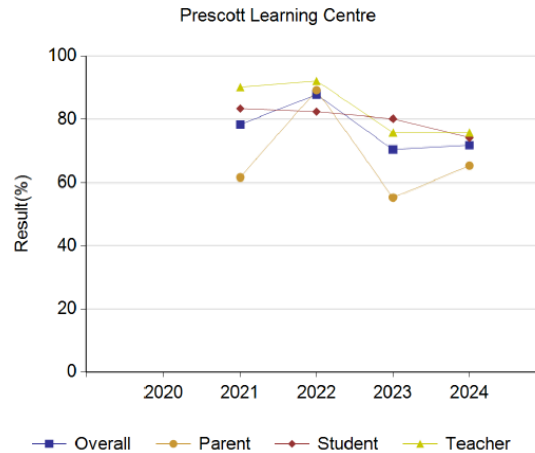


**Overview of Engagement Results**

- Overall - 78.6% Students, Parents and Teachers agree that their learning environments are welcoming, caring, respectful and safe. This is a 1.7% improvement from the previous year.
- 73.6% of parents agree that their learning environments are welcoming, caring, respectful and safe, a 5.8% decrease from the year previous.
- 70.6% of students agree that their learning environments are welcoming, caring, respectful and safe, this reflects a 2.1% increase from the previous year.
- 91.7% of teachers agree that their learning environments are welcoming, caring, respectful and safe. This is an 8.7% increase from the previous year.



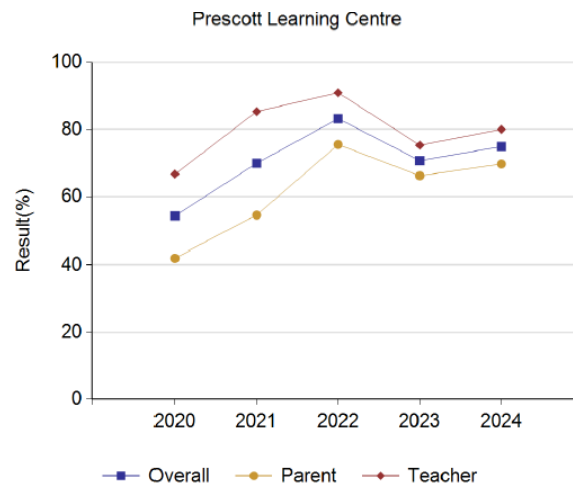
**Access to Supports and Services** - Percentage of teachers, parents and students who agree that students have access to appropriate supports and services at school. (pg. 114)



**Overview of Access to Supports and Services Results**

- Overall - 71.7% Students, Parents and Teachers agree that students have access to appropriate supports and services at school. This is a 1.4% increase from the previous year.
- 65.3% of parents agree that students have access to appropriate supports and services at school, a 10.1% increase from the year previous.
- 74.1% of students agree that students have access to appropriate supports and services at school, this is a 6% decrease from last year.
- 75.7% of teachers agree that students have access to appropriate supports and services at school. This result is consistent from last year's results.

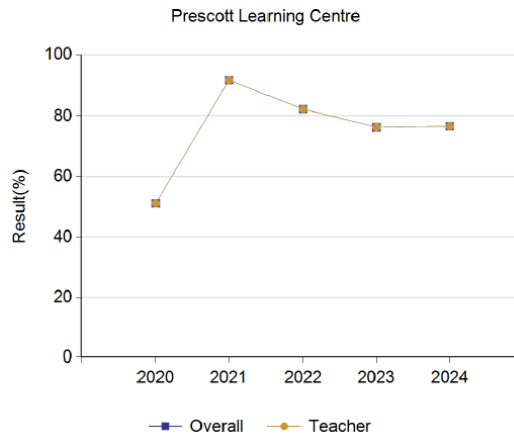
**Parental Involvement** - Percentage of teachers, parents and students satisfied with parental involvement in decisions about their child's education. (pg. 127)



**Overview of Parental Involvement Results**

- Overall - 74.5% of parents and teachers are satisfied with parental involvement in decisions about their child's education. This is a 3.8% improvement from the previous year.
- 69.7% of parents are satisfied with parental involvement in decisions about their child's education, a 3.5% increase from the year previous.
- 80% of teachers are satisfied with parental involvement in decisions about their child's education. This is a 4.7% increase from the previous year.

**Professional Learning** - Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. (pg. 144)



### Overview of Professional Learning Results

- 76.6% of teachers feel professional learning has been focused, systematic and contributed to their ongoing professional growth. This is a .3% increase from the year previous.

## Assurance Measures Observations

### Interpretation of the Fall Assurance Measures Results:

#### Student Engagement (pg.6)

- While there was a slight drop in the student and parent results, there was a measured improvement in staff results. This in part may be attributable to slight improvements in attendance. More than likely, the jump reflects a poor result in the teacher 2023 response. Analysis of the previous five years suggests that the 2024 result was more in line with results from 2020 through to 2022.

#### Education Quality (pg. 69)

- While increases in parental and teacher measures pushed this result higher than those of the province, student responses did dip nearly 2.5% lower than the previous year's result. This in part may be attributed to larger than average grade four and grade seven class sizes.
- What is undeniable is that as classrooms become increasingly more complex, this measure will invariably suffer moving forward unless supplementary resourcing increases.

#### Welcoming, Caring, Respectful, and Safe Learning Environments (pg. 96)

- While both student and teacher results are up in this measure 2.1% and 8.7% respectively, the parent result was down a concerning 5.8%. This is also the lowest parent result over the previous four years.
- In simple terms, this discrepancy may reflect a disconnect between how students and teachers experience the school environment and how parents perceive the environment.
- Moving forward, whether it is perception or reality, this is an area of concern that will need to be addressed. It will be interesting to observe how the provincial prohibition on personal mobile devices will affect this measure on future surveys.

#### Access to Supports and Services (pg. 114)

- While parent results in this measure have improved an impressive 10.1% and the teacher result is identical to previous year's 75.7%, the 6% drop from students is difficult to substantiate. No doubt, this in part can be attributed to individual perceptions of what constitutes 'Supports and Services'.
- The attendance area reconfiguration, initiated in the 2022-2023 school year and implemented in

2023-2024 resulted in an unusual strain on staff and resulted in a budgetary reduction that affected the availability of in class support for students.

- The school's results are considerably lower than provincial averages. This may reflect higher needs within the school community or may reflect a lack of understanding of what the school is able to provide to stakeholders. Between these opposites, what may underlie the discrepancy between student needs and availability of services/supports is clear communication of what the school is able to offer and what is available within the great school community.

#### **Parental Involvement** (pg. 127)

- After a high in 2022 in which both parent and teacher results exceeded provincial expectations, these measures bounced back in 2024. In fact, the 2024 parent result was the second highest result over the past five years.
- Despite this, there is a 10.3% discrepancy between teachers' perceptions of parental involvement (80%) in their child's education and parent's perceptions of involvement (69.7%). This would suggest that there is a misconception regarding the level of influence parents have in educational decisions.
- Targeted communication through the school's weekly newsletter and through a robust social media presence may be reflected in these improved numbers
- Further, the school has made a concerted effort to reach parent volunteers to support the various fundraising activities and through the creation of volunteer sustained food programs. This involvement may also be reflected in these improved numbers.

#### **Professional Learning** (pg. 144)

- After a high of 91.9% satisfaction in 2022, the most recent numbers have settled into the 76% range; roughly 5% lower than provincial averages.
- These results suggest that the variety of areas for professional development including new curriculum, staff and student wellness, Indigenous foundational knowledge, promoting executive functioning skills across all grades, and the school's focus on improving literacy and numeracy outcomes. With so many initiatives, it is evident that a teacher's own self-identified needs could easily be neglected.
- As the school enters its second year of embedded, weekly collaborative planning times for each certificated staff member, it is hoped that these opportunities will improve outcomes in this particular measure.

Overall, the majority of measures are trending in the right direction. While the 'Access to Supports and Services' measures are concerning, the school continues to add initiatives to address needs requiring support. However, the overall societal context requires all schools to do more with less. Moving forward, despite the school's best efforts, these results may be maintained as resources become increasingly stretched.

### **First Nations, Metis and Inuit Student Initiatives and Success.**

Over the past school year PLC enlisted student volunteers to read the PSD land acknowledgment twice a week over the school's PA system during morning announcements. PLC continued and expanded its relationship with the Alexis Nakota Sioux Nation throughout 2023 - 2024. Singers, Dancers, and knowledge keepers participated in both the September 30th National Day for Truth and Reconciliation Activities and National Indigenous People's Day Activities in June. Further, knowledge keeper Berenice Alexis was invited to the school during a staff Professional Development Day to provide learnings to the whole staff on the history and rituals surrounding smudging practices.

On the evening of April 12th and May 10th 2024 PLC hosted a pair of Powwow Practices at the school. In partnership with Women Building Futures, Cohesive Communities, and Skydancer Indigenous Cultural Centre, members of the PLC community were joined by dance instructor Mariah Dumont and the guest singers/drummers from the Alexis Nakota Sioux Nation. There was soup and bannock for the first 50 guests and a craft table for little ones who needed a break from the dancing. On the May 10th date a group of students from Athabasca Delta Community School joined us for the evening. Both events were well attended and this will likely be an annual event at the school.

## Literacy and Numeracy Data and Analysis

The school's success in the 2022 - 2023 in concert with reduced learning loss funding from the Provincial Government resulted in fewer opportunities for teachers and support staff to work with our literacy and numeracy specialists to improve teacher efficacy in the area of small group instruction. Despite this, particularly in regards to literacy, small group instruction became a pervasive pedagogical feature in our Division I and Division II Classrooms.

Despite this, the significant improvement in the baseline literacy results in comparison with both previous school and school division results suggests that current processes continue to yield impressive results in terms of student learning outcomes. Results on the Grade Six and Grade Nine Provincial Achievement Tests, specifically as they relate to the Acceptable Standard, reflect this success as well.

In an effort to provide a more systematic approach to numeracy and literacy, for the 2023 - 2024 school, all PLC teachers were provided with collaborative grade level planning time which was embedded in their schedules. Not only did this assignable time provide teachers with the opportunity to collectively analyze the variety of available data which was used to improve teaching practices, it also allowed for regular opportunities to work with both school and school division leads and specialists in literacy and numeracy. As well, this time allowed 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.

## Baseline Study Participants:

PLC Staff and Administration - *Analyzing data for literacy and numeracy benchmarking results.*

*Specifically:*

- 2024 Alberta Education Assurance Measure Results Report (AMR)
- 2024 Grade 6 Provincial Achievement Results (PAT)
- 2024 Grade 9 Provincial Achievement Results (PAT)
- 2023/2024 Fountas & Pinnell Reading Assessment (F&P) - Grade 1- 6
- 2023/2024 Reading Comprehension Assessment Tool (RCAT) - Grade 7-9
- 2023/2024 Words their Way Spelling Assessment (WTW) - Grade 1-9
- 2023/2024 Elk Island Numeracy Screen - Grades 1 through 9
- 2023/2024 MIPI Numeracy Screen - Grade 7-9

CFE Staff - Linda Madge-Arkenstall & Shaye Patras - *Leading PD in First Steps in Math, Consulting with Admin in Literacy and Numeracy.*



## 2023-2024 Literacy Baseline Data

The reading and spelling inventory results for both Grades One through Six and Grades Seven through Nine are listed below.

Reading:				
School Reading Results Grades 1-6	PLC/School September 2023:	PSD/Divisional September 2023:	PLC/School June 2024:	PSD/Divisional June 2024:
	29% Reading <b>below grade level</b> 71% Reading <b>at or above grade level</b>	40.7% Reading <b>below grade level</b> 59.3% Reading <b>at or above grade level</b>	19% Reading <b>below grade level</b> 79% Reading <b>at or above grade level</b>	30% Reading <b>below grade level</b> 70% Reading <b>at or above grade level</b>
School Reading Results Grades 7-9 (RCAT)	School November 2023:	Divisional November 2023:	School June 2024:	Divisional June 2024:
	27% Reading <b>below grade level</b> 73% at or above Reading <b>at the satisfactory level</b>	28% Reading <b>below grade level</b> 72% at or above Reading <b>at the satisfactory level</b>	32% Reading <b>below grade level</b> 68% at or above Reading <b>at the satisfactory level</b>	34.9% Reading <b>below grade level</b> 65.1% at or above Reading <b>at the satisfactory level</b>
Writing:				
Writing Results:	School November 2023:	Divisional November 2023:	School March 2024:	Divisional March 2024:
	18.8% writing <b>below grade level</b> 39.2% writing at a <b>satisfactory level</b> 32.5% writing at the <b>competent level</b> 9.4% writing at the <b>excellent level</b>	22% writing <b>below grade level</b> 39.4% writing at a <b>satisfactory level</b> 28.7% writing at the <b>competent level</b> 9.9% writing at the <b>excellent level</b>	16.2% writing <b>below grade level</b> 34% writing at a <b>satisfactory level</b> 33.2% writing at the <b>competent level</b> 16.6% writing at the <b>excellent level</b>	12.5% writing <b>below grade level</b> 30% writing at a <b>satisfactory level</b> 36.1% writing at the <b>competent level</b> 21.4% writing at the <b>excellent level</b>
Spelling Inventory:				
Results:	School September 2023:	Divisional September 2023:	School June 2024:	Divisional June 2024:
	45.5% scored <b>below grade level</b> in the spelling inventory. 54.5% scored <b>at grade level on the spelling inventory.</b>	51.8% scored <b>below grade level</b> in the spelling inventory. 48.2% scored <b>at grade level on the spelling inventory.</b>	49.9% scored <b>below grade level</b> in the spelling inventory. 50.1% scored <b>at grade level on the spelling inventory.</b>	50.8% scored <b>below grade level</b> in the spelling inventory. 49.2% scored <b>at grade level on the spelling inventory.</b>

## 2023-2024 Numeracy Baseline Data

A shift in assessment tools from the MIPI to the Elk Island Catholic Schools Numeracy Assessment Tool has rendered comparisons between Grades Seven to Eight and Eight to Nine not possible 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. Fortunately, comparisons can still be made for Grades One through Seven.

### Numeracy

#### MIPI - September 2023 - June 2024

Grade	Month/Year	% Does not Require Attention	% Requires Some Attention
7	Sept, 2023	33	67
7	June, 2024	44	56
Change		+11%	-11%
8	Sept, 2023	31	69
8	June, 2024	57	43
Change		+26%	-26%
9	Sept, 2023	34	66
9	June, 2024	33	67
Change		-1%	+1%

#### EICS - September 2023 - September 2024

Grade	Month/Year	% Does not Require Attention	% Requires Some Attention	% Requires Significant Attention	Change in # of Students on Learning Loss List
1	Sept, 2023	57	22	21	--
2	Sept, 2024	76	17	7	--
Change		+19%	-5%	-14%	-10 students
2	Sept, 2023	68	20	12	--
3	Sept, 2024	71	11	18	--
Change		+3%	-9%	+6%	+6 students
3	Sept, 2023	78	18	8	--
4	Sept, 2024	71	10	19	--
Change		-7%	-8%	+11%	+10 students
4	Sept, 2023	61	19	21	--
5	Sept, 2024	59	7	34	--

Change		+3%	-12%	+13%	+11 students
5	Sept, 2023	77	16	7	--
6	Sept, 2024	54	12	34	--
Change		-23%	-4%	+27%	+15 students
6	Sept, 2023	52	30	18	--
7	Sept, 2024	57	18	25	--
Change		+5%	-12%	+7%	N/A
7	Sept, 2023	N/A	N/A	N/A	--
8	Sept, 2024	63	17	20	--
Change		N/A	N/A	N/A	N/A
8	Sept, 2023	N/A	N/A	N/A	--
9	Sept, 2024	59	14	27	--
Change		N/A	N/A	N/A	N/A

### Numeracy - Grades 1-3 At Risk Students Data (based on EICS)

	Total # of Students Assessed	Total # of Students At Risk Sept 2023	Total # of Students At Risk May 2024	Ave Mths Behind Grade Level Sept 2023	Ave Mths Gained by May 2023	Support Strategies Used
<b>Grade 1</b>	75	15	3	6	0	<ul style="list-style-type: none"> <li>- chunk work into smaller bits</li> <li>- reduce magnitude of numbers to match current level of functioning</li> <li>- use manipulatives to represent the numbers while we work and also allows them to count if needed or move them around</li> <li>- use visuals (number lines, 0-20 charts)</li> <li>- repetition</li> <li>- highlight key things to focus on (worksheets)</li> <li>- 1:1/super small group support during practice time when possible</li> </ul>
<b>Grade 2</b>	94	11	2	6	3	
<b>Grade 3</b>	73	6	1	6	0	<ul style="list-style-type: none"> <li>- number of the day --&gt; number talks /decomposition / daily practice</li> <li>- guided number talks</li> <li>- guided visual representation; guided visual concrete to abstract representation</li> <li>- flash cards</li> <li>- choral counting</li> <li>- partner place value games</li> <li>- show and tell (show me and tell me with student video recording)</li> <li>- mental math explicit teaching (using think alouds; sketching; skits)</li> <li>- small group review / practice</li> <li>- differentiated practice application (ie: concrete representation question set for some; abstract numerical equations for others)</li> <li>- online practice (assigning levels in Prodigy... for practice at home)</li> <li>- repetition, repetition, repetition</li> <li>- "boss the teacher"... the why/ how along with the process (getting the kids explaining to me how and why to do the actions... I only do what</li> </ul>

						the kids tell me to do) - colour-coding examples / visual models on I do, We do, You do
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## 2023/2024 Baseline Summary: What do we notice now?

The incredible success in improving literacy outcomes for students in 2022 - 2023 hit a plateau in 2023 - 2024. This is not to say there wasn't improvement. Simply, the dramatic jump from having 40% of the students reading below grade level at the onset of the 2022 -2023 school year to having roughly 20% below grade level by June left a smaller window for improvement in 2023 - 2024.

Unfortunately, we have yet to notice the same levels of improvement in numeracy over the previous two years. The goal for the upcoming school year is to replicate the successes in literacy and apply them to numeracy.

### Literacy

- In comparison with the school division, PLC enjoyed a 10% improvement in Grade One through Six students reading below grade level compared with a 11% improvement for the remainder of the school division. Overall, by June 2024 PLC had 79% of its Grade One through Six students reading at or above grade level compared with 70% for the remainder of the school division.
- As with the rest of Parkland School Division, Grade Seven through Nine Students reading below grade level increase 5% compared with 6.9% increase throughout the remainder of the school division.
- While PLC incurred a modest improvement of 2.6% of students writing below grade level, the division improved an impressive 9.5% over the course of the school year.
- School spelling inventory results for students below grade level increased from 45.5% in September 2023 to 49.9% in June. This contrasts with a 1% improvement throughout the division.
- Overall, PLC continues to show marked improvement in reading inventory results. This reflects the considerable time and efforts of school staff to address these concerns in these areas specifically. Unfortunately, this growth is tempered by writing and spelling inventory tests which suggests these skills are not improving at the same pace as reading. Moving forward, this is an area for closer examination.
- For the 2024 English Language Arts Provincial Achievement Test 83% of PLC students attained the Acceptable Standard while 10.4% attained the standard of Excellence. This is in comparison to Provincial averages of 71.4% and 13.4% respectively. Grade Six students did not write the PATs in 2024.

### Numeracy

- PSD students in Grades One through Six wrote the Elk Island Catholic Schools Numeracy Assessment this year.
- Students in Grades Seven through Nine, who wrote the MIPI Assessment last year, wrote the Elk Island Catholic Schools Numeracy Assessment this year, which allows us to compare Grades 6 to 7 this year, but not 7 to 8 or 8 to 9 this year.
- It is important to consider that nearly all benchmark assessments, including numeracy, can be 'reading heavy' which may obscure accurate results on numeracy benchmarks.
- In Grades One through Six, between Sept. 2023 and Sept. 2024, the number of students requiring attention in numeracy increased by 33 students.
- In June, 2023 on Provincial Achievement Tests, 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.
- There are no comparative results for Grade 6 PAT's from June 2024 as, with the new curriculum implementation, the Math PAT was not written by Grade 6 students at Prescott.
- At this time, there are no September to September comparative results available for Grades Eight and Nine.
- The comparative results provided above are the comparisons from September 2023 to June 2024 on the MIPI, as the assessment tool changed from the MIPI in the 2023-24 school year, to the EICS Numeracy Assessment in the 2024-25 school year. These results showed a reduction in the number of students requiring intervention in Grades 7, 8 and 9 respectively by 11%, 19% and 26%.
- For the Grade 9 June 2024 Mathematics PAT, 58.5% of PLC students attained the Acceptable Standard while 12.3% attained the standard of Excellence. This is in comparison to Provincial averages of 54.4% and 13.5% respectively.

## Factors Influencing Results Outside of Our Control

### Attendance

- Attendance numbers for the school and the school division continue to trend upwards since the pandemic. However, there remains a small number of students who are chronically absent (absent >50% of the time)

### Learning Gaps - Curriculum Implementation

- Provincial and divisional benchmarking has provided a much more rounded picture of the learning gaps present in both numeracy and literacy. While the school has had considerable success in mitigating these gaps in literacy, gaps remain in numeracy, particularly in the lower grades.
- As with last school year, 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 with and implementing a variety of new curricula. Though important, these responsibilities require considerable time and effort in already demanding schedules.

### Social-Emotional Concerns

- While concerns in areas such as attendance, numeracy, and literacy are being addressed through a variety of initiatives, the Canadian Mental Health Association estimates that concerns surrounding mental wellness have tripled since the pandemic. Unfortunately, resources to address concerns surrounding mental health have not grown in comparison to the increased number of students requiring socio-emotional (and in some cases, economic) support.
- 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

- As with the previous school year, provincial funding allowing embedded time for numeracy and literacy leads to work with teachers was not released until well into the school year. As such, professional development to support teachers in these endeavors is *ad hoc* at best. As with the previous school year, this results in 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 grants from the provincial government. As a consequence, there will be much less release time for the literacy and numeracy leads compared with the 2023 -2024 and 2024 - 2024 school years.

### Mild, Moderate and Severe Needs Demographics 2024 - 2025

Currently out of a total of 825 students:

- 30 PLC students have been assigned English as an Additional Language Codes 301 (Foreign Born EAL learners) and 303 (Canadian born EAL learners)
- 127 students who are supported by an Individualized Educational Plan for 2024
- 63 students are supported by a Positive Behavior Support Plan
- 28 students are supported by a Response Plan
- 38 students are assigned a mild to moderate learning and/or behavioral disability code.
- 40 students are assigned a severe learning and/or behavioral disability code.

Overall, 9.4% of our students are currently coded with a Mild, Moderate, or a Severe learning and/or behavioral disability. This is a 1.4% increase over 2023 - 2024.

## Lessons Learned

### Teacher Collaboration & Professional Development

- Embedded collaborative planning time, providing grade level teachers one designated block (46 mins) every four-day timetable rotation (Mon. Tues. Weds. & Thurs.) was introduced in 2023 - 2024. While a positive step, learning the process of Collaborative Team and Planning Meetings required considerable time for teachers and administration resulting in the inevitable implementation dip.
- As a result of last year's planning and team meetings, the Division III (Junior High Teachers) expressed that improvement in both benchmarking and Provincial Achievement Tests would be better served with a shift from grade level teaching assignments to subject specific assignments. For example, rather than having a grade seven English Language Arts and Social Studies teaching assignment, a teacher would now instruct English Language Arts or Social Studies across several grades. A similar change was implemented for Mathematics and Science.
- Staff discussions have suggested that an area for targeted improvement would be to articulate the scope and sequence of subjects within and between grades. This was specifically articulated with regards to numeracy instruction.
- With the change to subject specific instruction in Division III and the focus on vertical articulation, specifically pertaining to numeracy, it became evident that Collaborative grouping would require a shift to subject specific collaborative groupings for Planning and Team meetings as well.
- Another realization regarding embedded collaborative time was the need for more structure with grade level and subject specific Team Meetings. Typically, there were/are roughly five opportunities each month for collaboration. One 46-minute block (out of the 28 block, four day rotation) is designated for Team Meetings with school administration, the school's inclusive education lead, and the school psychologist (as required). Planning for the remaining three or four meetings was decided by the grade level teaching cohorts. For the 2024 - 2025 school year, one meeting is now designated for the school's literacy lead and one for the school's numeracy

lead. The purpose of each meeting is to provide opportunities for benchmarking data analysis and to define vertical articulation of subject between and within grades.

- The implementation of new curricula in grade Kindergarten through Grade Six was an additional burden on already complex and diverse classrooms. School staff are to be commended for addressing the literacy and numeracy gap while implementing a variety of new curricula. Opportunities to share the best practices of Division I & II with Division III teachers will be a necessity moving forward.

#### **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. This has been addressed through the embedded grade level Collaborative Planning Time. However, changing benchmarks, particularly those related to numeracy have made it increasingly difficult to compare results from previous year's data.
- 2023 - 2024 showed some improvement in reading benchmarks. However, this was not as profound as the previous year. Due to the successes in the previous year, this was to be expected as the window for improvement was considerably smaller. That said, in reading, writing, and spelling results were comparable to the entire school division results.

#### **Professional Development & Pedagogy**

- The implementation of practices such as small group instruction in literacy continues to have a profound impact on outcomes spelling, writing, and writing. However, this implementation has yet to find similar footing in relation to numeracy as indicated by the increasing number of students added to the school's numeracy learning loss list. Moving forward, improving targeted instruction in numeracy will be a priority.

#### **Changing Teaching Practice**

- Teachers continue to express concerns with historically larger classes and increasingly complex classrooms with incredibly diverse student needs. It is evident that pre-pandemic strategies and pedagogical practices will be insufficient to address post-pandemic classroom composition. To address this, two years ago PLC began the process of formalizing whole school small group instruction. The initial results stemming from this focus was impressive as evidenced by the improvement in reading benchmarking results in 2022 - 2023.
- As previously mentioned, there remain pockets both within grade labels and between grade levels where some teachers do not fully understand the scope and sequence of subject areas of prior and/or subsequent grades. There will be a concerted effort to articulate the scope and sequence of subjects within grade levels for 2024 - 2025. Moving forward, there is a necessity to develop this articulation between grades in subsequent school years.
- Succinctly, the lessons and successes derived from improving literacy benchmarking results will need to be applied to improving numeracy results.

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

- Assurance Measures Results (AMR) suggests that there are concerns among students and parents in accessing supports within the school. While the current societal context dictates that socio-emotional and economic concerns will invariably outstrip available resources, PLC is better positioned than many other schools to provide these supports. With one of the larger support staff/educational assistant rosters in the school division, a newly designated Inclusive Educational Lead full time equivalent position (0.5 FTE), and a registered school psychologist (1.0 FTE), the school has devoted considerable resources to support the needs of all students. Providing and/or articulating a clearer path to stakeholders will be a priority for the 2024 - 2025 school year. An

improved result on this particular measure will suggest improved awareness amongst parents and students on how to access available resources.

- While there were improvements in Grades Seven through Nine students requiring interventions in numeracy, access to 2023 - 2024 learning loss data suggests that as students progress in Grades Two through Five an increasing number of students continue to fall further behind on grade level benchmarking in numeracy. While this grade level net loss represents less than 7% of the 2023 - 2024 Grade One through Six student population, any regression of student numeracy grade level is cause for concern. A concerted effort to analyze Elk Island Catholic Schools Numeracy Assessment Tool and MIPI data to identify key areas to be targeted by grade level teams.
- After being exempted from writing all four core subject area exams, it is anticipated that for 2024 - 2025 Grade Six students from across the province, in addition to writing the Social Studies and Science Provincial Achievement Tests, will also have the opportunity to write the Mathematics and English Language Arts portions of the exam. These results will provide greater data to measure growth in numeracy and literacy.
- Prescott students have continued to demonstrate improved results on Provincial Achievement Tests (PATs), with nearly every subject area exceeding the Acceptable Standard in comparison to provincial averages. In fact, these results are amongst the highest in the school's brief history. The next standard to measure improvements on the Standard of Excellence in comparison to provincial PATs averages.

