



Brookwood School

2021/2022 Student Achievement 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.

Baseline Study Participants:

- Brookwood Staff
 - Analyzing data from:
 - Brigance (ECS)
 - QPAS Results (ECS)
 - Alberta Education Screening Assessment (Numeracy) (Gr. 1-4)
 - Fountas & Pinnell (Gr. 1-4)
 - LeNS (Gr. 1-4)
 - CC3 (Gr. 1-4)
 - WTW Results (Gr. 1-4)
 - HLAT (narrative writing)
- Students - grades 1-4
 - Completing literacy and numeracy assessments
- Parkland School Division Staff - Division Principals and Teacher Facilitators
 - Leading PD sessions and videos in Literacy and Numeracy
 - Consulting with Administrative Team in Literacy and Numeracy

Student Achievement

Our literacy and numeracy data indicated that our students are not meeting all of the learning outcomes set out by the province of Alberta. As school leaders striving to meet this standard, it is essential that Student Achievement in Literacy and Numeracy be the primary focus of our Development Plan for the 2022/23 school year.

2021-2022 Baseline

It is important for Brookwood School to align with Parkland School Division's focus on student achievement. Our baseline data clearly showed that there are gaps in student learning at Brookwood School in both numeracy and literacy.

2021-2022 Development Plan

Key elements of focus in our development plan include using evidence to inform teaching of literacy and numeracy, ensuring resources were rooted in research and providing PD opportunities for staff. Transparency of data collection was also important as it helped us stay accountable to the data, ensuring we were doing our best to target kids where they needed to be supported in their learning.

Our literacy development plan centered on staff Professional Development focussed on Fountas and Pinnell benchmarking, Intense Phonological Awareness (IPA), Secret Stories, Heggerty Phonemic Awareness and The Writing Revolution. This PD was facilitated during our Professional Development Days throughout the year. To focus on writing, we had four lead teachers trained in "The Writing Revolution" in grades one to four. Some learning sessions were offered as a whole staff, while others were offered to smaller grade level groupings. During these sessions we were led through the research supporting the resources, assessments, and correlating learning activities to support the development of literacy skills.

Data collection in Literacy and Numeracy has been and will continue to be a key area of focus. In numeracy we collected data in September, 2021 using the Math Intervention Programming Instrument (MIPI) and in 2022, we used the Provincial Numeracy Screening Assessment. In literacy we collected Fountas & Pinnell Reading levels in September 2021 in grades two to four and in January, 2022 for grade one, and in June, 2022 for all students in grades one to four. This data is being used to identify where gaps may be in our literacy and numeracy instruction.

2021/2022 Baseline Summary

Reading (Gr 1 - 4)

Fountas & Pinnell (F & P) Comparative Data September, 2021 - September, 2022

Grade	Test Month	% Above Grade Level	% At Grade Level / Competent	% Below Grade Level / Insufficient
1	Jan., 2022	34	29 (+34) = 63	37
2	Sept, 2022	<i>Combined Data</i>	44.4	55.6
2	Sept, 2021	22	24 (+22) = 46	54
3	Sept, 2022	<i>Combined Data</i>	66.7	33.3
3	Sept, 2021	27	33 (+27) = 60	40
4	Sept, 2022	<i>Combined Data</i>	52.9	47.1

Numeracy

Math Intervention Programming Instrument (MIPI) - September, 2021 Data

Grade	Month/Year	% Does not Require Attention	% Requires Some Attention	% Requires Significant Attention
2	Sept, 2021	80.2	15.4	4.4
3	Sept, 2021	42.9	29.9	27.3

Observations

Literacy:

- Overall as a school, our F & P reading results for students in grades two, three and four are as follows:
 - 54.6 % of our students are demonstrating competence (at or above grade level)
 - 45.4% of our students are not yet reading at grade level
- Grade threes had the most significant increase (20.7%) in the percentage of students reading at or above grade level from September, 2021 to September, 2022
- Grade fours had a decrease (7.1%) in the percentage of students reading at grade level from September, 2021 to September, 2022.

Numeracy

- In 2021, according to the MIPI,
 - Grade two students evidenced the following in numeracy skills:
 - 80 % of students met the curricular outcomes
 - 20 % of students require numeracy interventions
 - There were a significant number of our current grade four students who required numeracy interventions:
 - 57.2 % of students required significant and some attention.
- In September, 2022, we utilized a new assessment tool: The Provincial Numeracy Screening Assessment. We look forward to having comparative data in September, 2023

Factors influencing results outside of our control

In Person Teaching and Online Learning

- Due to the pandemic, during the past 2.5 years, students and teachers have adapted to switching from “in-person learning” to “online learning” on multiple occasions.
- A number of our students were home-schooled for the entirety of the pandemic and returned to in-person learning for the 2022-2023 school year.
- Early years provides the key foundational learning in both literacy and numeracy. However, there were many disruptions, which resulted in gaps in student learning.
 - For example, our grade fours missed some of the key foundational learning in literacy and numeracy in grade one. This has been evidenced in the data over time.
- Teachers had to work closely with parents to ensure students could access online platforms. However, due to limited internet access at home, some students were unable to continue their online learning.
- During the pandemic, students were not able to experience working with same grade buddy classes, learning with older student mentors, or classroom volunteers.
- Additional in-school and off-site field trip experiences to enhance student learning were limited during the pandemic

Delivery of Professional Development & Teacher Collaboration

- Teachers in grade level teams collaborated to meet the learning needs of their students.
- PD that would normally have been provided in person to our teachers was often provided online.

Demographics

- Approximately 3 % of our students are coded with a Mild or Moderate learning disability
- Approximately 8 % of our students are coded with a Severe learning disability

Lessons Learned

Data

- Data collection is essential to understanding where we need to go with our teaching
- When data guides our discussions, it helps us to use research to guide our practice.
- When gaps in student learning are identified, it is important to address these gaps through programming, small group instruction and interventions.

Professional Development & Pedagogy

- Focus on what will impact student learning
- Research must guide all of the work that we do
- Time is provided for teachers to collaborate and learn new ways of teaching and learning
- It is important that everyone's physical and mental well-being are a priority as we continue to move forward.

Online Learning & In Person Learning are Different

- We needed to ensure that the students had access to online learning platforms to continue their learning at home.
- It was important that all teachers utilized their google classrooms and seesaw throughout the year so students could easily use them to access work when learning from home.
- Attendance is a key component to student success, whether that is in person or online.

