



École Broxton Park School  
**Development Plan Results Report**  
**2020-2021**

Principal: Anil Padayas  
Assistant Principal: Marc Dickner  
Assistant Principal: Cheri Day



**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.*

Area in Focus:

**Students Demonstrate Success**

Over the past few years, student success in literacy and numeracy has declined due to multiple factors relating to language acquisition. As such, École Broxton Park School will focus this year on “Students Demonstrate Success” and its connection to Parkland School Division’s vision that “Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.” As we look more closely at our data in Literacy and Numeracy, to support our development plan, École Broxton Park School will work with all of our stakeholders to align with the Division’s Mission to “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

### École Broxton Park School - Student Achievement Baseline Report 2021

#### Baseline Study Participants:

- Students Grades K-9 - *Completing formative and summative assessments such as the QPAS, PAST, EYE, MIPI, Words their Way, GB+, Fountas and Pinnell, Bridges, Part to Whole*
- ÉBPS Teaching Staff
  - *Initial review Fall 2021*
  - *Further Analysis and input during Teacher Collaborative Meeting - Ongoing*
  - *Further Discussion - Feb 2022*
  - *Collaboration with Literacy Lead Teacher*
- ÉBPS Administrative Team
  - *Mr. A. Padayas, Principal*



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- *Mr. M. Dickner, Assistant Principal*
- *Mrs. C. Day, Assistant Principal/IEL*
- Critical Friends
  - *École Meridian Heights School Administrative Team*
  - *Student Services*
  - *Division Principals*
- ÉBPS School Council
  - *Review - February School Council Meeting*

### Why is “Students Demonstrate Success” our area of focus?

Through the analysis and information gathered, it was determined that a plan for improvement was to be established to address the concerns regarding student achievement, specifically for our French Immersion students in literacy and numeracy. The number of students in all grade levels in French Immersion performing below grade level in French reading and numeracy warrant specific and targeted intervention. In the REAL program, the focus group recognized the limited range in student achievement being directly connected to the students ability to effectively communicate. Through discussion with the focus group (Collaborative Response Lead Team) and our critical partners, the development plan is to use the current expertise within the teaching staff, specific and direct strategies of intervention with the students and measure the impact on student achievement. The focus group (CR Lead Team) felt that the strategies to address the concerns are within the scope of their knowledge, however, there is a need for a direct and focused plan for implementation, followed by feedback to assess the success of the strategies.

The desired state at École Broxton Park School is for our students to meet the grade level achievements appropriate for their program in both their French literacy and numeracy components. This can be measured for our French Immersion students through the MIPI, GB+, (Fountas and Pinnell in the future for Literacy in English) and an overall increased curve in PAT results for the following year. For our students in the REAL program, this increase in achievement will be documented as a result of their individual program planning goals in literacy and numeracy.

### 2020-2021 Baseline

The analysis of our data indicated there is a deviation from our current practices at École Broxton Park School to what Parkland School Division values with regards to Students Demonstrate Success. Our GB+ results for French Literacy, MIPI results for Numeracy, PAT results as well as our Accountability Pillar results confirm this misalignment. Although our French Literacy and Numeracy data show improvements in Grade level assessments from Fall 2020 to Spring 2021, the overall results indicate we have significant



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gaps in student achievement that require attention. Further analysis of the GB+ and MIPI results suggests there are specific areas of the curriculum that need attention.

## 2020-2021 Development Plan

In order to improve student achievement in Literacy and Numeracy at École Broxton Park School, there were a number of factors that needed to be addressed. The first inevitable factor that we have had to contend with this year is COVID and the interruptions it has caused to both teaching and learning. Staff, students and parents have had to be resilient as we navigated the uncertainties of this global pandemic. Plans put in place for learning and professional development often had to be moved, changed or abandoned to accommodate for COVID restrictions.

Using evidence to inform teaching of French Literacy and Numeracy, ensuring resources were rooted in research and providing professional development opportunities for staff were key elements of focus in our development plan. Transparency of data collection was also important as it helped us stay accountable to the data, ensuring we were doing our best to support students where they needed to be targeted in their learning.

Through our focus groups, we had identified key areas of French Literacy to concentrate on which relied heavily on teachers to further prepare lessons surrounding fluency and literal comprehension through the strategy of a modified Learning Sprint. This work required teachers to develop intentional word lists, word walls and a greater frequency of word work for students to build their automaticity of French words. Similarly in our numeracy focus, we found students to be having difficulty with problem solving as they struggled to accurately express the reasoning to solve problems. This issue can be tied to the difficulties demonstrated in literacy as our students are learning math in a second language. Staff PDs were focused on further developing our relational thinking skills in math and best practices that targeted fluency and vocabulary building in literacy. Such practices like number talks and creating educational games that required students to use the target language to accurately convey their messages were regular practices found throughout the grades beginning in January 2020 and then re-evaluated for effectiveness after six weeks, modified, and continued. At the end of the year, post-assessments provided a comparison to better inform our practices going into the 2021-2022 school year.



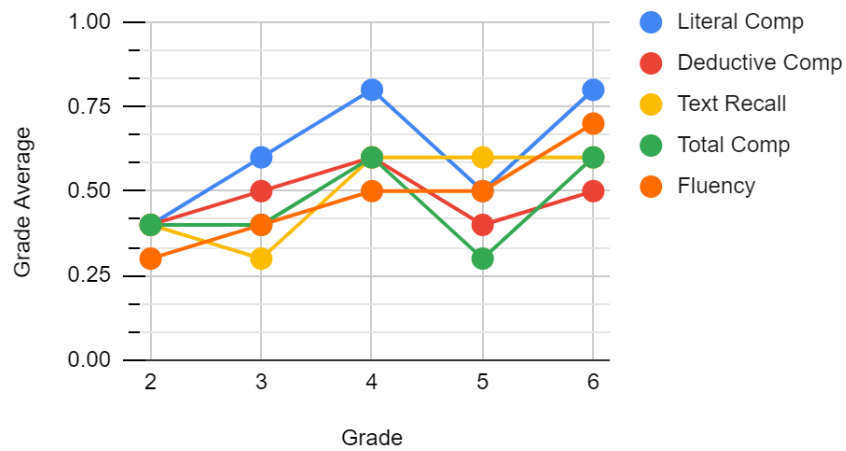
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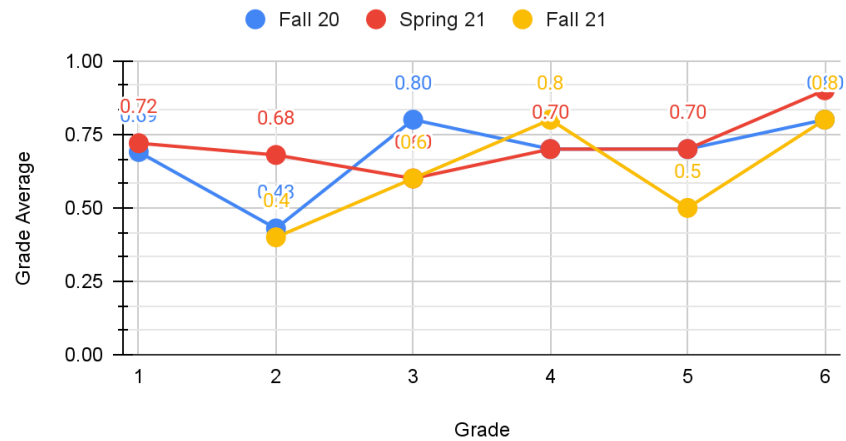
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**2021-2022 Baseline Summary: What do we notice now?**

Fall 21 Overview of GB+ Results



Literal Comprehension vs. Grade





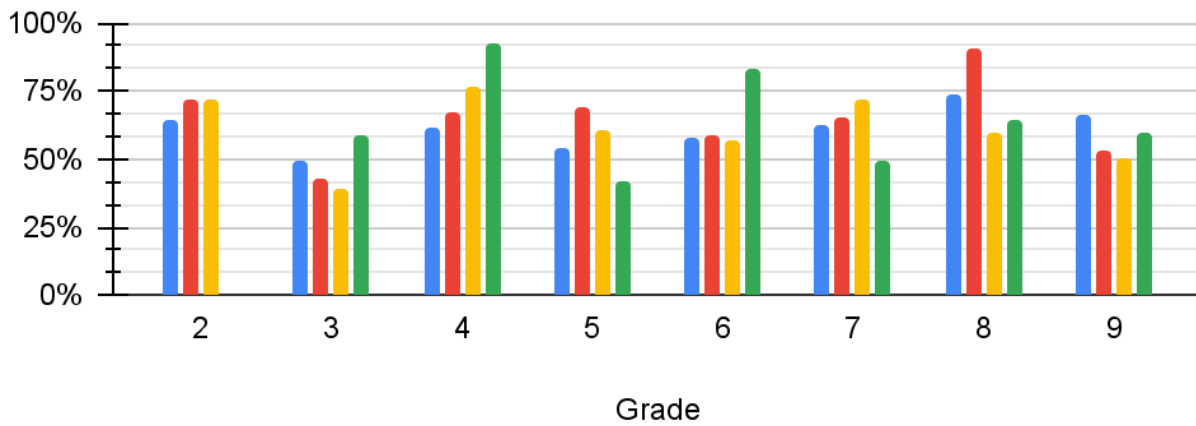
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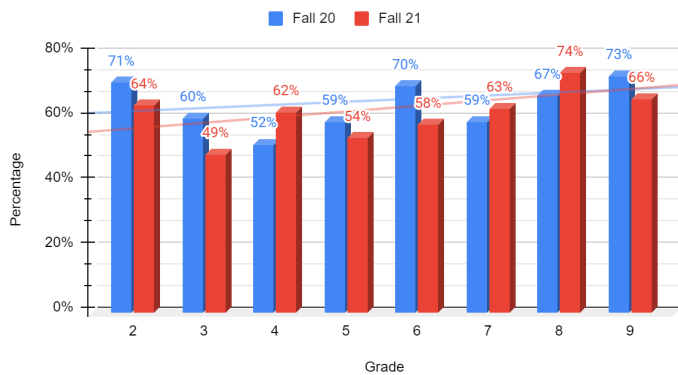
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## MIPI Fall 21 - Overall Bar Graph of Strands

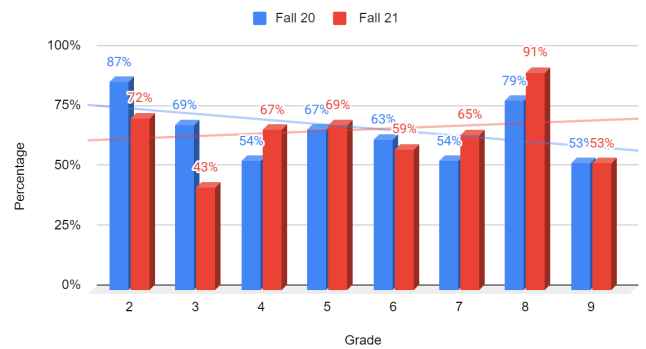
■ Number Sense(NB)   
 ■ Patterns & Relations (PR)   
 ■ Shapes & Spaces (SS)   
 ■ Statistiques & Probability (SP)



Number Sense Comparison 20-21



Patterns & Relations Comparison 20-21



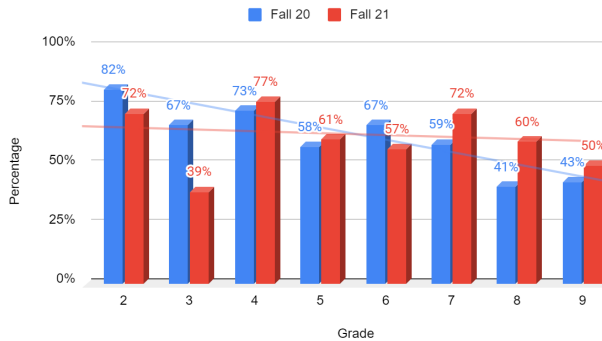


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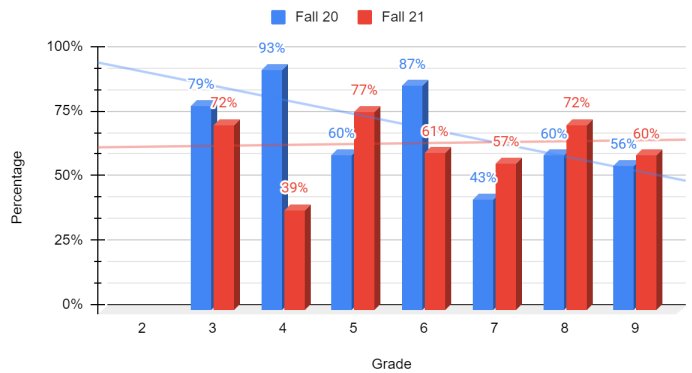


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Shapes & Spaces Comparison 20-21



Statistics & Probability Comparison 20-21



## Observations

### Literacy:

- Overall, the students performed slightly lower in each domain of reading comprehension when compared to last year's results.
- Specifically, literal comprehension remained fairly consistent throughout the grade levels.
- There has been a decrease in results experienced by all grades 2-6 students in fluency and deductive comprehension.

### Numeracy:

- On average, the students from grades 2-9 performed comparably to last year, with some variances in certain grades demonstrating an improvement while others have decreased in performance.
  - However, our grades 7, 8 and 9 students have demonstrated improved performances in all four strands.
- Overall, all grades are approximately averaging 65% in all strands where similar findings occurred last year.
- Four grade levels have improved in Number Sense while the other four grades decreased slightly.
- Five out of eight grades have shown positive improvement in the Patterns and Relations strand.
- Grades 4 and 6 have demonstrated a significant reduction in performance in the Statistics and Probability strand.



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## **Factors influencing results outside of our control**

### **French Language Acquisition in a Covid Environment**

- The delivery of the French language curriculum and acquisition by students involves teacher verbalization and articulation through facial expressions and voice. Much of the interactions occurring in class involved teachers and students wearing masks for a safe and caring classroom. This would be one of the factors influencing students being successful in their acquisition of the French language in a classroom setting.

### **Learning From Home**

- 25% of our students across all grades were online learning from home in the 2020-2021 school year. This learning was led by the teacher, however the bulk of it was supported by parents. As the French Immersion program is designed for non-French speaking families, these students were not “immersed” in a language rich environment, as they are in a French Immersion classroom and teachers were unable to implement the levels of interventions required for the students who were online learning from home throughout the year.
- Throughout the school year, our students were required to isolate when they were identified as close contacts. Oftentimes this meant they were provided with online google classroom or paper packages created by the teacher. Parents were then put in the role of teacher to try and teach their children, often times when they were trying to complete their own jobs from home as well.

### **In Person and Online Teaching**

- Teachers were required to teach both in person (while students were in class) as well as online (when students had to stay home) throughout the school year, which led to increased teacher workload in an area with which many were not familiar, as online teaching requires a very different skill set than in person teaching.
- Teachers were required to coordinate their scope and sequencing of lessons to ensure smoother transitions for students moving from in-person to online or online to in-person learning. In an attempt to synchronize and segment the pacing of curriculum objectives for student learning, teachers faced challenges to pull out core curriculum outcomes when delivering the program of studies throughout the school year.



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

- Professional Development that would normally have been provided in person to our teachers were provided online. The use of online technology created challenges for professional and collegial collaboration.

## **Lessons Learned (*Development Plan Project*)**

### ***Baseline Data for French Immersion and the REAL Program***

It is essential for École Broxton Park School to collect baseline data in French Literacy and Numeracy utilizing common assessment tools (GB+, MIPI) to make informed decisions targeting supports for student learning. The collection of data in literacy and numeracy will guide teaching practice and provide opportunities for intervention in student learning. The REAL data will be reviewed with our student services supports, team meetings and REAL staff, specifically looking at how student communication and literacy are the foundation of student engagement and participation in meeting their personalized learning goals.

### ***Professional Development & Pedagogy AND Collaborative Response Teams***

Grade level analysis will be shared with the grade level teachers to promote strategies to increase student literacy and numeracy knowledge and skills. The monthly professional development days throughout the school year will allow grade level teachers to collaborate and strategize in supporting students within their respective classrooms. The intent of Collaborative Response is for teacher colleagues to have professional dialogue in supporting students with their academic needs. Teachers from the REAL program are continuing to develop strategies to support communication, in addition to emergent and conventional literacy skills. This work is done using the Bridges Assessment tool as well as the Part to Whole Assessment. Teachers and staff are collaborating weekly during team meetings, as well as during designated Professional Development days.

### ***Assessing and Reflecting***

In the Spring of 2022, the MIPI (numeracy), the GB+(assessment tool for French), Fountas and Pinnell (assessment tool for English), as well as the DELF (*Diplôme d'études en langue française*) will be implemented to assess the overall improvement plan. In each class, teachers will collect their baseline data and after initiating their iterations of impact will assess their students to establish the efficacy of their strategies. Our REAL staff will document student progress through data collection and the effectiveness of the implemented strategies to support individual program planning during the last assessment period.





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In the Fall of 2022, a review of the Development Plan will occur with all the stakeholders to determine if the focus should continue, if more resources or research is needed to help support growth and to determine if the implementation using the Collaborative Response is agile and responsive enough to accommodate our various programs and student needs.