



École Broxton Park School  
**2021 - 2022 School Development Plan**



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

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

Area of Focus	Assurance Element	
<b>Student Growth &amp; Achievement</b>	<b>Students Demonstrate Success</b>	
	Teachers and Leaders Promote Literacy and Numeracy	Teachers and Leaders Engage in Indigenous Ways of Knowing

**Defining the Desired State (Where do we want to be?)**

The purpose of École Broxton Park School’s Education Development Plan is to better support the element “Students Demonstrate Success” through a targeted focus on literacy, numeracy and Indigenous ways of knowing. Preliminary evaluations of our Provincial Achievements test scores (PAT 2019), our French language acquisition goals, learning loss due to Covid-19, and in discussion with our school council, suggested a need to refocus our staff and student goals on student achievements. In our Relating Everyday Academic and Life Skills (REAL) program, a focus on our student achievement was evaluated on the diversity and complexity of each student, with the focus on literacy and communication to support student achievement. In the spring of 2021 our staff further identified student achievement as a source of focus and a point of growth that they would foresee as an area of need for the 2021-2022 school year. There is clear overlap between the concerns identified by these stakeholder groups. 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 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.”



## Development Plan Participants:

- **Students Grades K-9** - *Completing formative and summative assessments such as the QPAS, PAST, EYE, MIPI, Words their Way, GB+, Fountas and Pinnell, RCAT, HLAT, and PAT.*
- **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*
  - *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*

## Identifying Potential Roadblocks and Barriers

**Time** -- We understand that what we are after requires significant time. We will not be able to assist students to this end in the period of only one year. We require time for staff to learn from each other through collaborative response varying strategies as well as implementing strategic professional development for those who require support. Then we need to implement that learning into practice in an agile and responsive manner for the students in each of the teachers' classes. Interruptions created by the Covid Pandemic may also slow this process down. This is why we have set an initial time frame of two years with the ability to adjust for more time should it be necessary, with a short term goal of increased achievement in our targeted strategies implemented this year by June 2022.

**Resources** -- We have created a timetable that allows for teachers to collaborate as well as have put resources into the collaborative response model that teachers can work by grade level. We have also invested in a new reading program for our grades K-6 students in French that aligns with the GB+ assessment levels to support reading at home. We may need to look into further resources for supporting numeracy at the different levels as well but that will be informed through the process. As we continue to support the French Immersion literacy program, we will also need to further student literacy learning in English. Resources required such as Fountas and Pinnell and further reading level interventions will be a challenge. In our REAL program we have purchased the two different communication programs for different Ipads for staff to use by the end of our two

years, our student achievement levels will have shown a significant increase in literacy and numeracy through individual growth in their Individual Program Plans.

**Collaborative Response** -- Changing practice, learning new resources and understanding the research behind the changes requires significant support from leaders in literacy, numeracy and administration. It is essential that when teachers need support, the support is provided. To ensure this can happen, we have provided our Literacy Lead opportunities to collaborate weekly (grade level collaboration) and to work alongside teachers and support where needed. Further, we have had to ensure that our schedule allows for embedded collaboration time. Moving forward, it will be important to ensure these factors are considered from the planning/budgeting/staffing perspective.

**Professional Development** -- Professional development also comes at a cost. From substitute coverage for PD during the day to the cost of the PD itself. Physical resources to support the interventions in the classrooms and the materials required are very costly. As a staff we have worked together to ensure time at school is used productively. If and when there is any spare time, it has been spent creating intervention kit materials and small group materials etc. Where possible, extra hours are provided to support staff to ensure kits/resources for students are available.

**Organizational Culture** -- Change is difficult, however when taken in small bites ensuring the end goal is clear this work is achievable. Every staff member is at a different level of confidence and comfort when it comes to understanding how to improve student achievement in literacy and numeracy. As a school we are embracing the work that needs to be done in developing consistent assessments for implementation and shared strategies for student success in literacy and numeracy. We are learning to collaborate through the lens of student achievement and desired results and we are recognizing that this work should not be done in isolation.

## Identifying Strategies, Timelines and Expected Measures

Through the whole group use of the Words Their Way (WTW) Spelling Inventory, GB+ Assessments, Math Intervention Programming Instrument (MIPI) as well as more targeted tier 2 assessments such as the QPAS, PAST and the Numeracy Progression Assessment, instruction and student groupings would be targeted to the needs identified in these assessments to ensure gaps in student understanding are targeted.

- Provided release time for teachers to administer running records
- Provided baseline data for teachers to begin guided instruction at students' instructional levels.
- Literacy Lead teacher assisting in baseline data gathering
- Baseline data meetings during collaborative grade level prep times
- Initial IEP review meetings
- Weekly grade level collaboration to support common long range plans and assessment strategies
- School wide data collection and sharing in Literacy and Numeracy
- Review timetables to ensure minutes of instruction are being maximized for Literacy and Numeracy
- Monthly Collaborative Response

## Our Improvement strategies will be:

**Support from Division Principals** -- The support of PSDs Division Principals has been and will continue to be essential in continuing on our journey in improving literacy and numeracy. It will be essential that we continue to assess to identify areas of concern and recognize that we are ultimately responsible to ensure we use our professional knowledge to work toward solving the problems, and that includes collaborating with those who are more skilled/trained in these areas.

### Initial Supports and Strategies: Fall - Winter 2021-2022

The grade level teachers will develop and establish clear strategies that target the outcomes identified in the data. Through the use of Collaborative Response strategies, grade level teachers will meet monthly to discuss the strategies they are implementing to address the concerns from the data. Each teacher will establish a baseline for their class, then implement strategies for a month, reassessing their students to determine the impact of the strategies.

### Professional Development and Collaborative Response Teams - Winter - Spring 2022

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 - May/June 2022

In the Spring of 2022, the MIPI, the GB+, F&P (if resources are available), as well as the DELF 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.

## Professional Development Planning

Anticipated Focus	Summary Plan	Timeline
Literacy	Small Group Instruction <ul style="list-style-type: none"><li>Led by Nicole Saulnier</li></ul>	

	Phonemic Awareness Resources <ul style="list-style-type: none"> <li>Led by Nicole Saulnier</li> </ul> Words Their Way PD <ul style="list-style-type: none"> <li>ERLC</li> </ul> Classroom Visits (Broxton Park - Small group, Broxton Park - WTW) <ul style="list-style-type: none"> <li>Admin accompanies along with literacy lead to ensure proper support can be provided back at school</li> </ul> Literacy Intervention PD (IPA/Saulnier, Vissor) <ul style="list-style-type: none"> <li>Led by Sheryl Bridgeman and Kathy Mann</li> </ul> Literacy Lead has grade level collaboration on a weekly basis and during the week to be in classrooms supporting teachers with IPA/Saulnier/Small Group	<i>Sept - June PD Days will have time allocated to learning about our literacy focus</i>  <i>Sept - June</i>
Numeracy	First Steps in Math <ul style="list-style-type: none"> <li>Led by Kathy Mann</li> </ul> Numeracy Lead Training in Numeracy Progression Assessment <ul style="list-style-type: none"> <li>Led by Kathy Mann</li> </ul> Numeracy Intervention <ul style="list-style-type: none"> <li>Britney Allen</li> </ul>	<i>November - April</i>
Collaborative Response	Monthly training for admin and lead teacher with Jigsaw Learning Time at each staff meeting will be allocated to sharing this work with staff	<i>September - June</i>

## Identifying Required Resources

- 2021-22 Baseline Data (F & P, Words Their Way, Mipi, Numeracy Mipi (Mid Year), Writing)
- RCAT (Jr High baseline in reading comprehension)
- Teacher assessments
- Teacher observation
- IEP reviews
- Baseline Writing Samples
- MIPI Analysis (2021)

## Defining the End (How will we know this is working?)

Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study. Increased attention to this Assurance Element will be recognized through increased achievement results, captured formatively through assurance methods and as derived through Provincial results. Students are better able to articulate what they are learning and where they are at in their learning process. School staff members are perceived, through assurance measures, as exemplifying confidence in literacy and numeracy. Learning in literacy and numeracy is differentiated in a manner that best suits each learner. Teacher preparation, collaboration and professional growth centers on the

design of quality learning with respect to literacy and numeracy, and the competencies needed to help students learn.

### **Continual Growth and Improvement - Fall 2022**

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. A look at implementing the literacy initiative from Parkland School division combined with the Collaborative Response will be the approach to supporting the new strategies and data learned from this year. The REAL data was reviewed with our student services supports, team meetings and full REAL staff, specifically looking at how student communication is the foundation of student engagement and participation in meeting their achievement goals. The REAL teachers have used assessment tools to determine whether students are working at an emergent level in literacy (Bridges Assessment) or if they are conventional literacy learners (Part to Whole).