



École Broxton Park School  
**Development Plan Results Report**  
**2022-2023**

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 been impacted by multiple factors relating to language acquisition as well as the global pandemic. As such, École Broxton Park School has continued to focus on the area of “Students Demonstrate Success” and its connection to Parkland School Division’s vision of “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 has worked with 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 2022**

Baseline Study Participants:

- Students Grades K-9 - *Completing formative and summative assessments such as the MIPI, Words their Way, GB+, Fountas and Pinnell, Bridges, PATs, LeNs, CC3, Gr. 2-4 Alberta Education Numeracy Assessment*
- *Students and Teaching Staff’s anecdotal records and observations regarding embedding Indigenous Foundational Knowledge within the school*
- ÉBPS Teaching Staff
  - *Sharing of results and acquiring the input of teachers during Teacher Collaborative Response Meeting - Ongoing*
  - *Further Discussion and Professional Development Sessions - November 2022-May 2023*
  - *Collaboration with Literacy, Numeracy and FNMI Lead Teachers*
- ÉBPS Administrative Team
  - *Mr. A. Padayas, Principal*
  - *Mr. M. Dickner, Assistant Principal*



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- *Mrs. C. Day, Assistant Principal/IEL*
- Critical Friends
  - *École Meridian Heights School Administrative Team*
  - *Student Services*
  - *Division Principals and Facilitators*
- ÉBPS School Council
  - *Review - February 2023 School Council Meeting*

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

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 in literacy and numeracy. In the French Immersion program, the large number of students performing below grade level in French literacy and numeracy, warrants specific and targeted intervention. In the REAL program, the teaching staff recognized the need to identify gaps in students’ abilities to perform life skills through the use of functional literacy and numeracy. Through discussions with the focus group (Collaborative Response Lead Team) and our critical partners, the development plan was created to leverage our teaching staff expertise. In addition, intentionally designed strategies and supports for intervention were implemented based on the measures impacting student achievement.

The desired state at École Broxton Park School is for our students to meet the level achievements appropriate for their program in both their literacy and numeracy components. This can be measured for our French Immersion students through the MIPI, GB+, RCAT, (Fountas and Pinnell in the future for Literacy in English) and the grade 6 and 9 Provincial Achievement Tests. For our students in the REAL program, this increase in achievement will be documented as a result of their individual education planning goals in literacy and numeracy and the use of the Bridge assessment.

### Fall 2022 Baseline

The analysis of our data, specifically in literacy and numeracy, indicates opportunities for refining practices at École Broxton Park School to what Parkland School Division values with regards to Students Demonstrate Success. The following sections will highlight our literacy and numeracy data collection for École Broxton Park School.



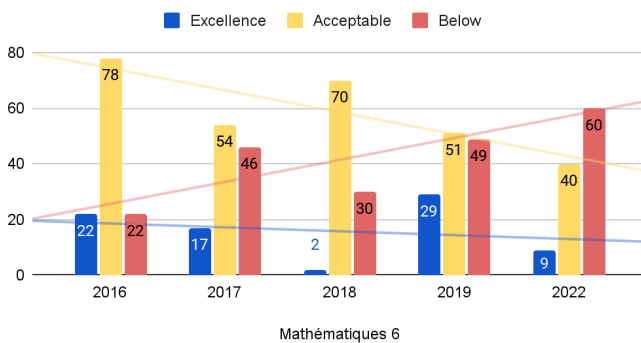
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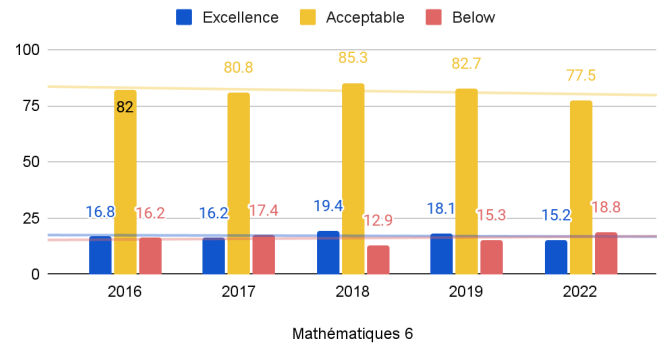


## Grade 6 & 9 Mathématiques Provincial Achievement Test Results

ÉBPS Math 6 PAT 5 Year Results Comparison



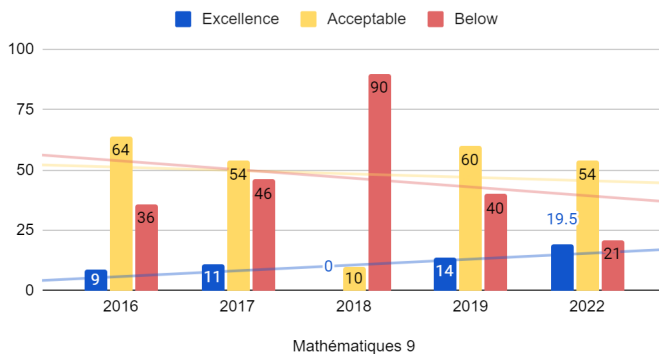
Province Math 6 PAT 5 Year Results Comparison



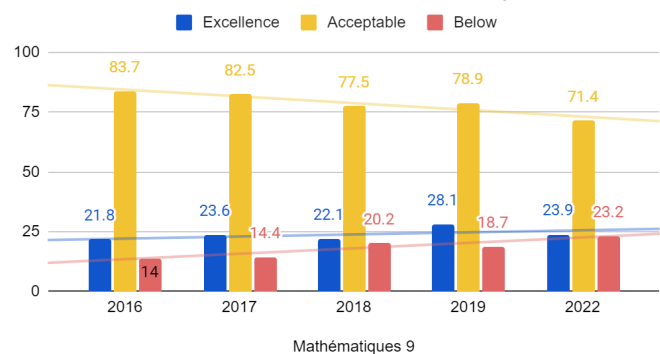
### Analysis of Grade 6 Mathematics Provincial Achievement Test 5-Year Comparison

- Since 2019, we have been comparable in achieving the Standard of Excellence in comparison to the provincial average.
- Over the past several years, the number of students achieving in the Acceptable Standard is on a decreasing trend
- Students who achieved Below Acceptable Standard has been increasing

ÉBPS Math 9 PAT 5 Year Results Comparison



Province Math 9 PAT 5 Year Results Comparison



### Analysis of Grade 9 Mathematics Provincial Achievement Test 5-Year Comparison

- Student achievements in the Excellence Standard have been progressively increasing.



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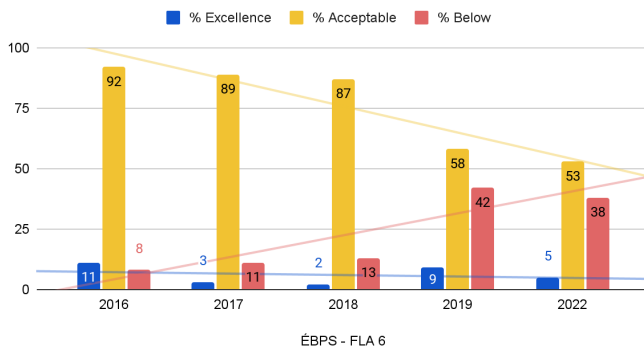


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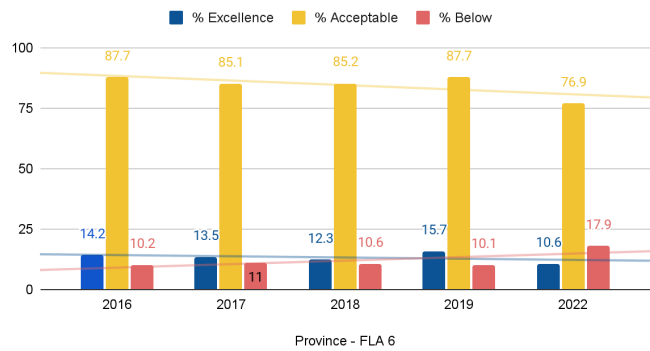
- Our total number of students achieving the Acceptable Standard is below provincial averages.
- There are fewer students who achieved in the Below Acceptable Standard as compared to previous years

**Grade 6 & 9 French Language Arts Provincial Achievement Test Results**

ÉBPS FLA 6 PAT Results - 5 year Analysis



Province FLA 6 PAT Results - 5 year Analysis



**Analysis of Grade 6 FLA Provincial Achievement Test 5-Year Comparison**

- Student performance at the Excellence Standard has been declining both at school and provincial level
- Student performance at the Acceptable Standard has been significantly declining at school when compared to provincial level
- Student performance at the Below Standard has increased significantly at school when compared to provincial level



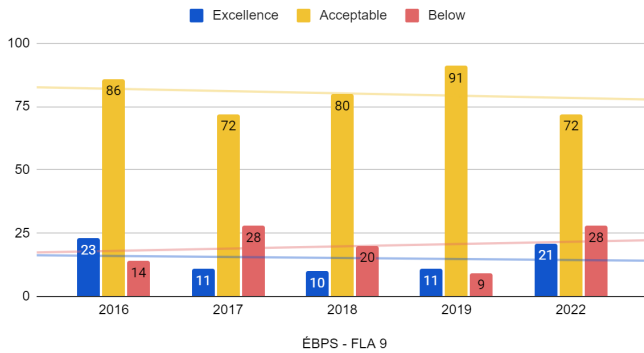
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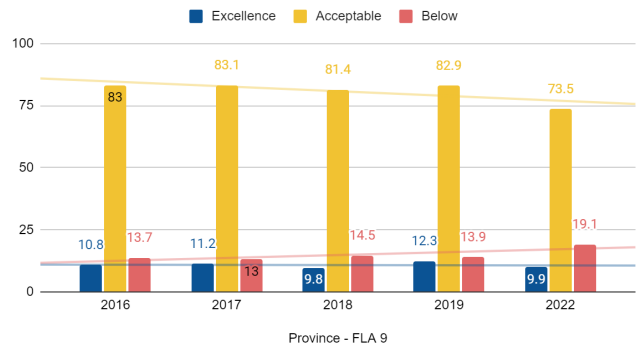
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ÉBPS FLA 9 PAT Results - 5 year Analysis



Province FLA 9 PAT Results - 5 year Analysis

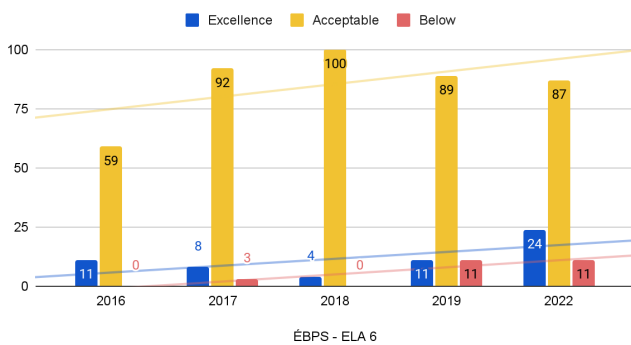


### Analysis of Grade 9 FLA Provincial Achievement Test 5-Year Comparison

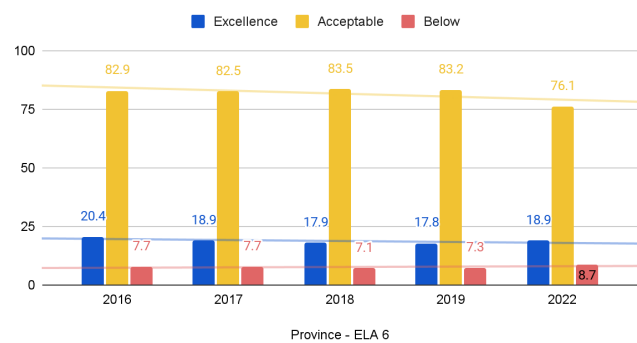
- Student performance at the Excellence Standard has declined slightly when compared year over year. When compared to provincial excellence standard, students are below
- Student performance at the Acceptable Standard has been declining year over year both at school and provincially
- Below Standard results have been increasing both at school and provincially

### Grade 6 & 9 English Language Arts Provincial Achievement Test Results

ÉBPS ELA 6 PAT 5 Year Analysis



Province ELA 6 PAT 5 Year Analysis





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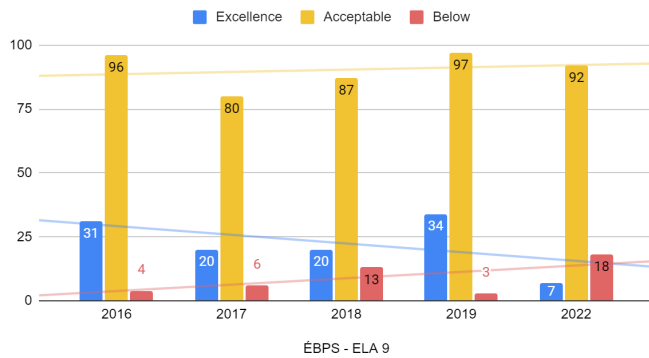
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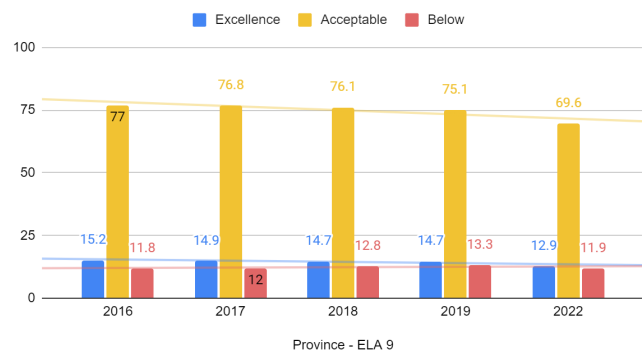
**Analysis of Grade 6 ELA Provincial Achievement Test 5-Year Comparison**

- Student performance at the Excellence Standard has increased year over year at the school while provincial results have slightly decreased
- Student performance at the Acceptable Standard has increased significantly year over year at the school while provincial results have decreased
- Student performance at Below Standard has increased year over year at the school while the provincial results remained the same

ÉBPS ELA 9 PAT 5 Year Analysis



Province ELA 9 PAT 5 Year Analysis



**Analysis of Grade 9 ELA Provincial Achievement Test 5-Year Comparison**

- Student performance at the Excellence Standard has decreased year over year at the school while provincial results slightly decreased
- Student performance at the Acceptable Standard has increased year over year while the provincial results slightly decreased
- Student performance at Below Standard has increased at the school while provincial results have slightly increased

**Grade 1-6 GB+ French Reading Comprehension Assessment**

\*Fall 2022 results will be made available soon.



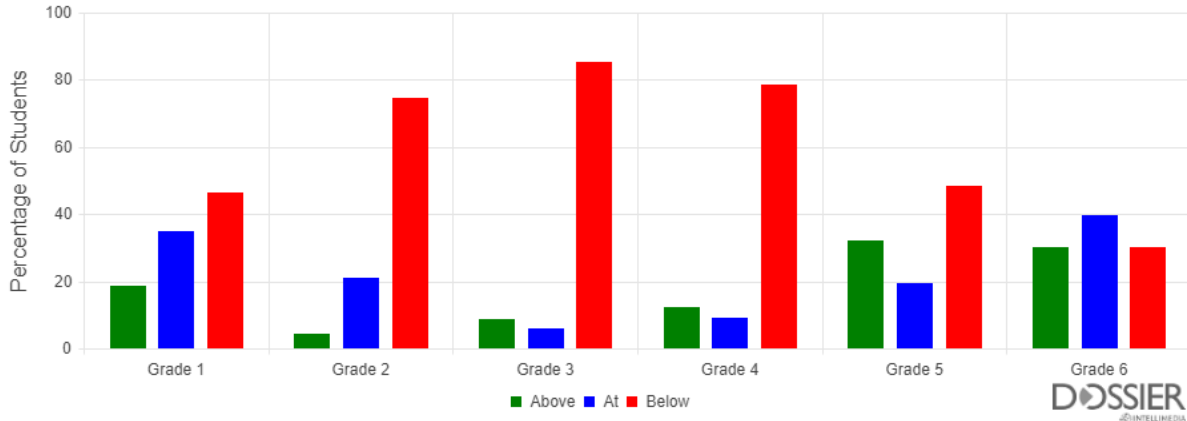
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**Development Plan Results Report**  
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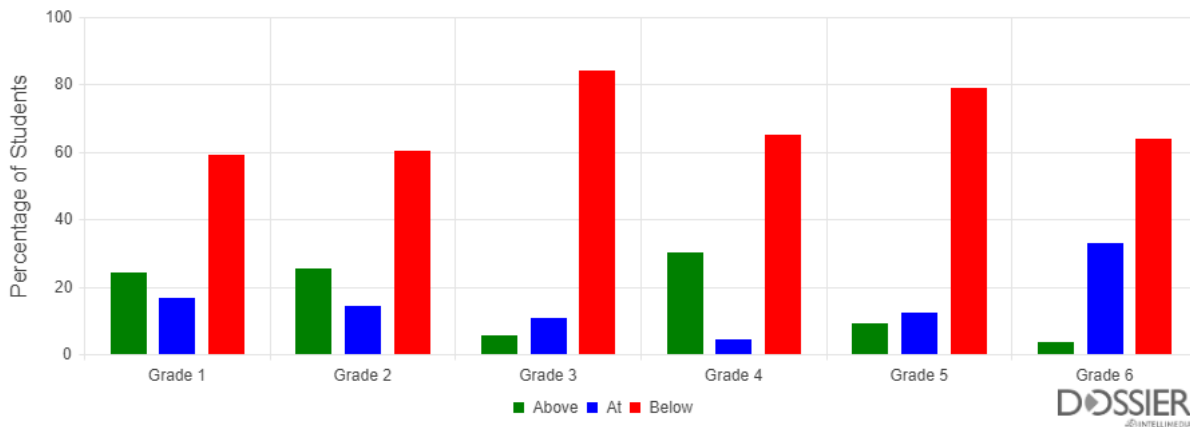
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Level Dashboard for Each Grade  
 2020 - 2021 (384)  
 for Ecole Broxton Park School, All Grades, All Rooms, English



Level Dashboard for Each Grade  
 2021 - 2022 (380)  
 for Ecole Broxton Park School, All Grades, All Rooms, English



**Analysis of Grade 1-6 GB+ French Reading Comprehension Analysis**

- Due to technical issues, we cannot include the 22-23 Data results of our French Literacy assessments and therefore are not part of this comparison.
- In comparing 21-22 to 20-21, students performed below grade level in their French literacy assessments (60% or greater below grade level)
  - Declining student performance for students achieving At or Above reading levels

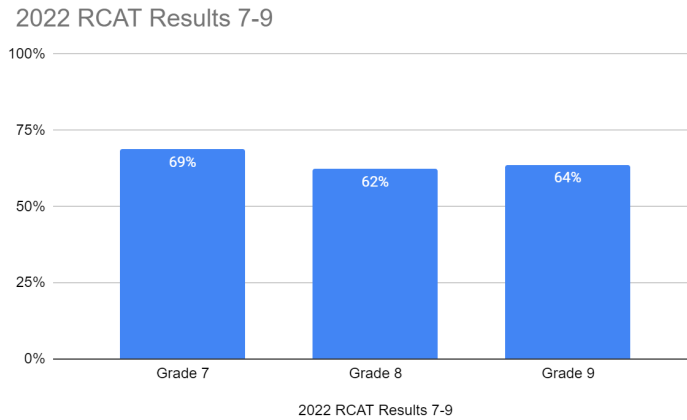


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**Grade 7-9 RCAT - English Reading Comprehension Assessment**

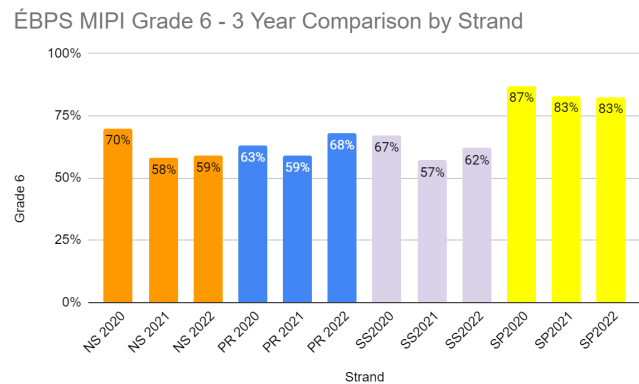
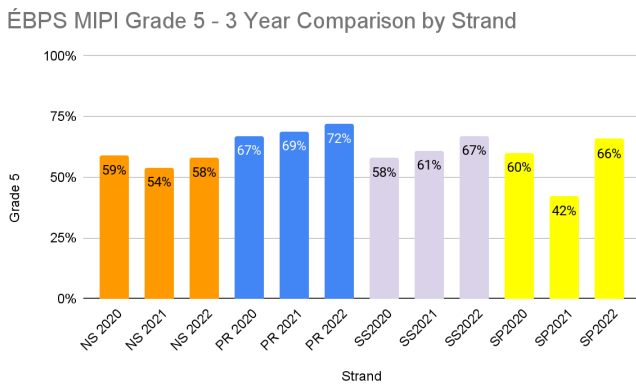


**Analysis of Grade 7-9 RCAT English Reading Comprehension Analysis**

- This is the first year of administering the RCAT English reading assessment in the Fall 2022.
- The majority of students have achieved an average of ~65%

**Grade 5-9 MIPI - Three Year Analysis**

\*NS = Number Sense, PR = Patterns & Relations, SS = Shapes & Spaces, SP = Statistics & Probability





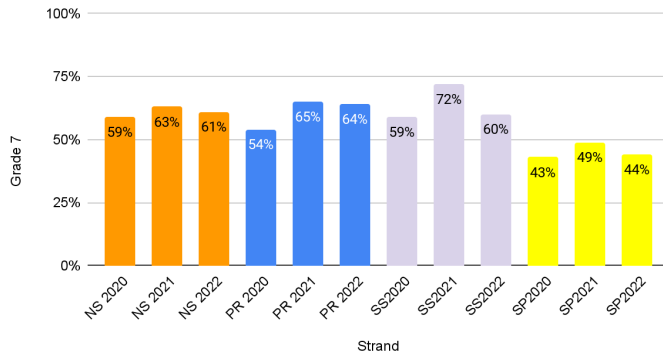


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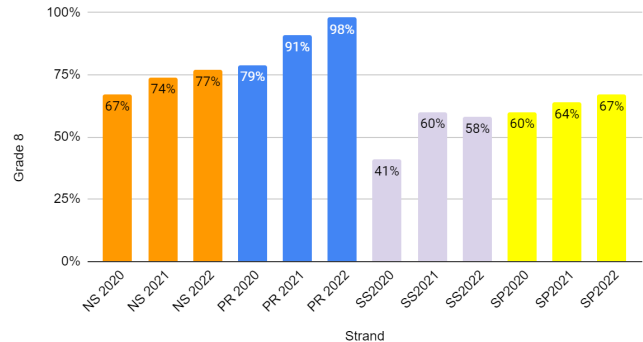
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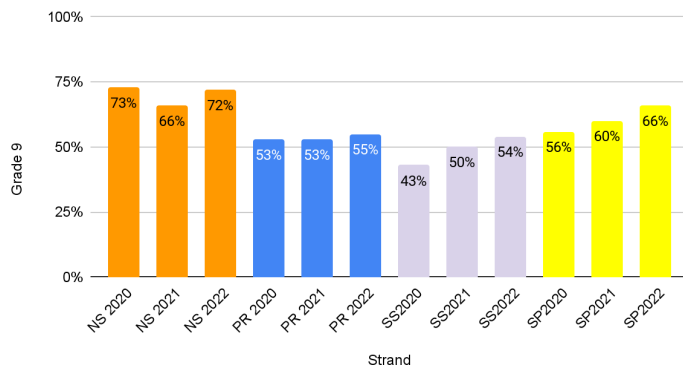
ÉBPS MIPI Grade 7 - 3 Year Comparison by Strand



ÉBPS MIPI Grade 8 - 3 Year Comparison by Strand



ÉBPS MIPI Grade 9 - 3 Year Comparison by Strand



### Analysis of Grade 5-9 MIPI Math Assessment Analysis

- Overall, students have achieved a satisfactory result (50-65%).
- Number Sense (NS): All student results have remained relatively consistent over the three years.
- Patterns and Relations (PR): Students have shown a progressive growth in grades 5-9.
- Shapes and Spaces (SS): Overall, there has been some growth yet still achieving close to the 60% average.
- Statistics and Probability (SP): Mostly have shown growth at the satisfactory achievement level (50-65%).



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## 2021-2022 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 was COVID and the interruptions it has caused to both teaching and learning. Staff, students and parents have had to be resilient in navigating the uncertainties of the 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 and Numeracy to concentrate on which relied heavily on teachers to further prepare lessons surrounding common practices and assessments through the strategy of Collaborative Response. This work has allowed teachers to collaborate with grade level partners to identify areas of focus to improve student achievement. At the end of the year, post-assessments provided a comparison to better inform our practices going into the 2021-2022 school year.

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

## 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.

### Numeracy:

- On average, the students from grades 5-9 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.



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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.
- To acquire a second language, vocabulary building and spontaneous conversations in the target language are integral elements that are done regularly to solidify students' learning. Due to the interruption of learning, emergency learning, at home learning or increased absenteeism, students have had a lack of opportunity to practice those fundamental skills in an immersion environment like they would have in a typical in-person environment.

### Consistency in Attendance

- Student Illness throughout the school year has drastically affected their learning and performance in Literacy and Numeracy. Many students returning to school after illness were catching up on their academics and were missing key concepts that could not necessarily be taught at home.
- Staff absenteeism due to health related reasons created challenges for teachers to consistently focus on key literacy and numeracy outcomes in a second language.

### 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.

### Mental Health and Social Emotional

- Increase in the need to address student regulation and mental well being
- Increase in SBST (School Based Support Team) referrals

## 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



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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 regularly scheduled collaborative team meetings 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 and numeracy skills. This work is done using the Bridges Assessment and Words Their Way. Teachers and staff are collaborating regularly during team meetings, as well as during designated Professional Development days.

### **Assessing and Reflecting**

In the Spring of 2023, the MIPI (numeracy), the GB+ (assessment tool for French) 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. In the Fall of 2023, 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.