



École Broxton Park School
2022 - 2023 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	
Student Growth & Achievement	Students Demonstrate Success	
	Teachers and Leaders Promote Literacy and Numeracy	Teachers and Leaders Engage in Indigenous Foundational Knowledge

Defining the Desired State of École Broxton Park School

The purpose of École Broxton Park School’s Education Development Plan is to prioritize the element “Students Demonstrate Success” through a targeted focus on Literacy, Numeracy and Indigenous Foundational Knowledge. By analysing the Learning Loss initiatives (Spring 2022), the Math Intervention Program Instrument (Fall 2021), our French language acquisition goals, and the discussions had with our School Council, reconfirms our need to focus on student growth and achievement. 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. The focus will be on supporting the social-emotional wellbeing as well as functional literacy and numeracy for the REAL students in an inclusive setting.



In the spring of 2022 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 2022-2023 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 LeNS, CC3, QPAS, PAST, MIPI, Alberta Ed Numeracy Assessment, Brigance, Words their Way, GB+, Fountas and Pinnell, RCAT, HLAT, and PAT.*
- **ÉBPS Teaching Staff**
 - *Initial review Fall 2022*
 - *Further Analysis and input during Teacher Collaborative Meeting - Ongoing*
 - *Further Discussion - Feb 2023*
 - *Collaboration with Literacy Lead Teacher*
 - *Collaboration with School Counselor*
- **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*
 - *Elder & Indigenous Education Facilitator*
 - *Literacy and Numeracy Divisional Facilitators*
- **ÉBPS School Council**
 - *Review - February School Council Meeting*

Identifying Potential Roadblocks and Barriers

Collaborative Response -- Applying the model and understanding the research behind the process requires significant support from leaders in literacy, numeracy and pedagogical practices. It is essential that when teachers need support, the support is provided. Ideally the goal is to schedule collaboration within the timetable yet that poses a logistical challenge. Therefore teachers are required to meet outside of the school day, resulting in the addition of assignable time of certificated teaching staff. Moving forward, it will be important to ensure these factors are considered from the planning/budgeting/staffing perspective.

Health and Wellbeing -- We know that many factors affect the wellbeing of students and staff. Inconsistent attendance of students and staff over the past two years has impacted the quality of teaching and learning. Food scarcity and social economic factors have posed a challenge in providing students with adequate nutrition. Students who are coming to school with adequate nutrition and sleep are more readily available for learning which results in higher student success. Healthy peer to peer interactions have been limited over the past two years resulting in having a sense of uncertainties regarding positive social interactions.

Organizational Culture -- Change is difficult, however when taken in small bites, ensuring the end goal is clear, the work becomes 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 well as Indigenous Foundational Knowledge. As a school we are embracing the work that needs to be done in developing consistent assessments for implementation, shared strategies for student success in literacy, numeracy and the work towards the Truth and Reconciliation Commission. We are learning to collaborate through the lens of student achievement, desired results and we are recognizing that this work should not be done in isolation.

Professional Development -- Depending on the availability, quality and cost of professional development, it has been limited for the last two years. Substitute coverage for PD during the day as well as the professional development itself can be costly. Divisional PD days can pose a challenge in the frequency and organization as it relates to site-directed versus self-directed time. Just as we aspire to differentiate instruction with our students, we want to ensure that we are differentiating learning opportunities for professional growth with staff. Until this year, we have not been connected with an Elder to guide our teacher lead and staff in growing our Indigenous Foundational Knowledge.

Resources -- We have determined that the most effective way to facilitate teacher collaboration is through our succinct timetable. Having had two specific timetables for FI elementary classes and Jr. High classes, and the level of support(s) required in our REAL classes, has not allowed for collaboration to be embedded during school hours. We may need to look into further viable resources, such as manipulatives, professional development, personnel allocation, for supporting the implementation of the new curriculum, Indigenous Foundational Knowledge and differentiated numeracy and literacy. As we continue to support the French Immersion literacy program, we will also need to further student literacy learning in English. Sourcing resources, such as Fountas and Pinnell, to further reading level interventions in the English language will be a challenge.

Time -- We understand that achieving our goals will require 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 as well as through implementing strategic professional development. Then we need to implement that learning into practice in an agile and responsive manner for all students. This is why we have set an initial time frame of three years with the ability to adjust for more time, should it be necessary. Using our targeted strategies, our short term goal of increasing student achievement will be re-evaluated in June 2023.

Identifying Strategies and Expected Measures

Instructional Strategies and Measurement Tools

- Through the use of the learning assessments below, instruction and student groupings will target the needs identified to guide instruction and improve student achievement.
 - Bridges Assessment
 - Brigance
 - Words Their Way (WTW) Spelling Inventory
 - LeNS
 - CC3
 - GB+ and F&P Literacy Assessments
 - Math Intervention Programming Instrument (MIPI)
 - Alberta Education Numeracy Assessment
 - QPAS
 - PAST
 - Numeracy Progression Assessment
- Small group instruction to be in regular practice in numeracy and literacy.
- Numeracy, Literacy and Social Emotional parent sessions.

Collaborative Response Model and Time

- Align and monitor timetables to maximize effectiveness in embedding collaborative opportunities such as co-teaching, common preps, flex blocks in the Jr. High.
 - Review timetables to ensure minutes of instruction are being maximized for Literacy and Numeracy
- Drop Everything And Read (DEAR) is embedded in the timetable to encourage literacy as a whole school initiative.
- Schedule regular assignable Collaborative Response meetings throughout the year.
- Weekly grade level collaboration to support common long range plans and assessment strategies
- Being agile and responsive to planning initiatives, short and long term, as per the needs of our students and staff.

Health and Wellbeing

- Tracking attendance for students and staff to plan and implement interventions to support their success.
- Ensuring the Breakfast program, Nutrition Nook, and Brown Bag lunches are made available on a regular basis. Donations towards the Hot Lunch program are also encouraged.
- Establishment of the Comprehensive School Health team (SPÉC) and Workplace Wellness committee to organize initiatives in supporting students and staff wellbeing.
- Establishing a school Counselor position and the connection between community connections of supports such as Sunrise Support, Homewood Health, Community Connectors, Alberta Parenting for the Future Association, and RCMP.
- Wellness (Health) classes incorporating community agencies to present over various topics.
- Whole school initiatives to improve students sense of belonging such as but not limited to intramurals, clubs, Gay Straight Alliance, student council, grade level buddies, Jr. supervisors at recess.
- Ensuring that a Health & Wellbeing professional development session is offered during PD days.
- Incorporated regularly scheduled Daily Physical Activity and Outdoor Physical Education classes in students timetables.

Organizational Culture

- Connect with Elder Marianne and Geri Wu (Indigenous Education Facilitator) to help guide our character development plan.
- Weekly land acknowledgement for Treaty 6 territory
- Working towards embedding Indigenous Foundational Knowledge and the Truth and Reconciliation Commission (TRC) to be part of regular lesson planning and learning at École Broxton Park School.
- Having conversations regarding being culturally responsive and bringing to the forefront of unconscious bias to better serve the TRC.

Professional Development

- Provided release time for teachers professional development of small group instruction.
- Provided baseline data for teachers to begin guided instruction at students' instructional levels.
- Literacy Lead teacher assisting in baseline data gathering
- Leveraging professional development opportunities within the division such as The Science of Reading, New Curriculum, Numeracy Small Group Instruction, Non Violent Crisis Intervention.

Professional Development Planning and Timeline

Anticipated Focus	Summary Plan	Timeline
Literacy	<p>Small Group Instruction</p> <ul style="list-style-type: none"> • Led by Nicole Saulnier and classroom teachers <p>Phonemic Awareness Resources</p> <ul style="list-style-type: none"> • Led by Nicole Saulnier <p>Words Their Way PD</p> <ul style="list-style-type: none"> • Led by Sheryl Bridgeman <p>Classroom Visits (Broxton Park - Small group, Broxton Park - WTW)</p> <ul style="list-style-type: none"> • Admin accompanies along with literacy lead to ensure proper support can be provided back at school <p>Literacy Intervention PD (Saulnier)</p> <ul style="list-style-type: none"> • Led by Sheryl Bridgeman and Dana Lakusta <p>Literacy Lead has grade level collaboration on a weekly basis and during the week to be in classrooms supporting teachers with small group instruction</p>	<p><i>Sept - June PD Days will have time allocated to learning about our literacy focus</i></p> <p><i>Sept - June</i></p>
Numeracy	<p>Numeracy Lead Training in Numeracy Small Group Instruction</p> <ul style="list-style-type: none"> • Led by Shaye Patras and Kelli Holden • Number Talks sessions <p>Resource Development</p> <ul style="list-style-type: none"> • Led by Nichon Miller and Alexandra Mortensen 	<p><i>October - June</i></p>
Indigenous Foundational Knowledge	<p>Facilitate conversations with Elder Marianne and Geri Wu.</p> <ul style="list-style-type: none"> • Connect with teacher lead - Kristin McKeever • Collecting resources to support teachers and students 	<p><i>October - June</i></p>
Health & Wellness	<p>Regular scheduled SPÉC team and Workplace Wellness committee meetings.</p> <ul style="list-style-type: none"> • Incorporating a health and wellness component to every PD 	<p><i>October - June</i></p>

	<p>day for staff.</p> <ul style="list-style-type: none"> • Teaching appropriate nutritional language • Leveraging DPA throughout the day, • Small group health and wellness programs for students. (Led by Macy Mickelson) 	
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Identifying Required Resources

- 2021-22 Baseline Data
- RCAT (Jr High baseline in reading comprehension)
- Teacher assessments
- Teacher observation
- IEP reviews
- Attendance Tracker for Staff and Students
- Tracking nutrition programs and hot lunch.
- Number of student referrals to school counsellor.
- Developing of a whole school plan to respond to the Truth and Reconciliation Commission

Defining Success (How will we know this is working?)

Students and staff will achieve success through the following measures:

- Students will be better able to articulate what they are learning and where they are at in their learning process. School staff members will be 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.
- Students and staff have the confidence in implementing, learning and sharing their understanding about Indigenous Foundational Knowledge and practicing the calls to action from the Truth and Reconciliation Commission.
- With a focus on an improved state of health and wellbeing, students and teachers will have more consistent attendance, resulting in greater student achievement.
- The learning outcomes and competencies of the Alberta Program of Study can effectively be demonstrated by students throughout the school year. Formative and summative assessments utilized during each reporting period (report cards) would indicate to parents and stakeholders the level of growth in Literacy and Numeracy. Attention to the Assurance Element will be recognized through increased achievement results, captured formatively through methods such as the Alberta Assurance Measure Report (AMR) and as derived through Provincial Achievement Test (PAT) results.

Continual Growth and Improvement - Fall 2023

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 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 will be reviewed with our student services supports, team meetings and full REAL staff, specifically looking at how functional literacy, numeracy and social/emotional wellbeing is engaging students in meeting their developmental goals.