



Development Plan Results Report 2020-2021

Parkland Village School

Primary Focus

In the 2020-2021 school year, Parkland Village School focused on three areas to support student learning and growth:

- Literacy Instruction
- Numeracy Instruction
- Supporting Student Mental Health

These areas were chosen as key priorities because they form the foundation of all other learning in the school. A special consideration is that all three of these areas were negatively impacted by the global pandemic that resulted in substantial disruptions to the normal learning environment.

Participants

Reflections on our 2020-21 results were drawn from conversations and input from staff and our School Council as well as a review of our Alberta Education Assurance Model results which reported on satisfaction levels of students and teachers.

In order to assess our current (fall 2021) learning environment for literacy and numeracy, we reviewed the data collected from the universal screening assessments done at the beginning of the year. These included...

Literacy: Fountas & Pinnell and PAST

Numeracy: MIPI

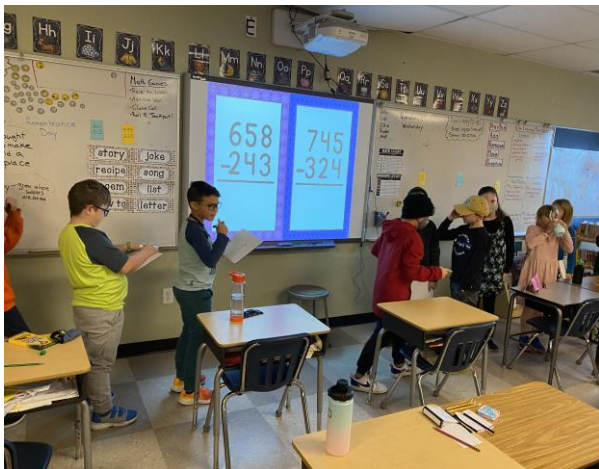
We also solicited feedback from staff and parents through a survey.

Through these measures, we had input from students, parents and staff.

Summary of 2020-21 Initiatives

LITERACY

- Classroom teachers utilized Fountas & Pinnell testing at grades 1 - 4. The students whose results show that they were reading below grade level were then considered for small group intervention in reading.
- The school introduced the Intensive Phonological Awareness Program (IPA) to K - 2 as a universal program, and offered it to students in grades 3 and 4 as needed.
- A certificated teacher and learning assistant administered a small group targeted literacy intervention program for those students flagged by the universal screening assessments administered in the classroom. The resources used in this intervention were the IPA and Levelled Literacy Intervention (LLI) programs.
- The school staff completed a book study of "Speech to Print: Language Essentials for Teachers" (Louisa Cook Moats) to further their knowledge and build shared capacity and alignment of practice in the foundations of reading.



NUMERACY

- The school implemented the Math Intervention Programming Instrument (MIPI) with all students in grades 1-4 as a universal screening tool to determine students who require additional support in numeracy instruction.
- At the end of the year, staff took part in Professional Development on the first steps of math instruction, facilitated by Divisional Principal Katherine Mann.

STUDENT MENTAL HEALTH

- All Educational Assistants and several teachers took part in professional development with The Institute of Child Psychology to earn a certificate in children's mental health fundamentals.

Highlights from Alberta Education Assurance Measures Results Report

In the spring of 2021, teachers, grade 4 students and parents of grade 4 students were invited to participate in a satisfaction survey as part of Alberta Education's efforts to assure the quality of education in its schools. Unfortunately, Parkland Village School only had five parents respond, a sample too small for Alberta Education to report the results.

Some highlights from the results from teachers and students that speak to our goals are summarized below:

TEACHERS

- 100% of our teachers feel that the literacy and numeracy skills students are learning at school are useful.
- 100% of our teachers also agree that students are learning what they need to know, clearly understand what they are expected to learn, find work challenging, and find work interesting.
- 80% of our teachers are very satisfied with the quality of education at our school with another 20% being satisfied. 90% feel the very satisfied about the quality of teaching at our school, with the remaining 10% satisfied.

STUDENTS

- 96% of our students in grade 4 feel their teachers and school are either very good or good.
- 96% of our students in grade 4 feel that teachers care about them.
- 92% of our students in grade 4 feel they are treated fairly by the adults at school, feel that they belong at school, and feel welcome at school. 96% feel safe at school.
- While 92% of our students in grade 4 feel that most students care for each other, only 54% feel that students respect each other.
- 67% of our students in grade 4 liked learning about language arts and math.
- 92% of our students in grade 4 felt that teachers are available to help them, especially about school work, but only 63% of them felt they could get help at school with problems that are not about school work (another 25% didn't know if they could or not).

REFLECTIONS ON THE RESULTS

Reflection 1: Teachers feel a strong sense of shared efficacy – they believe that together they are having a strong impact on student learning and that their efforts are making a difference. This is significant and encouraging as John Hattie identified Collective Teacher Efficacy as the greatest influence on positive student outcomes.

[LINK](#)

John Hattie and his team have presented Collective Teacher Efficacy (CTE) as the “new number one” influence related to student achievement

Every child deserves to have someone’s eyes light up when they enter the room.

Dr. Jean Clinton

Reflection 2: The vast majority of our students feel connected to their teachers and school, and they feel like they belong and are part of our community. This is a strong foundation for both learning and wellbeing.

Reflection 3: Students feel cared for but not respected by their peers. This is an area we can focus on as we promote mental health and wellbeing.

Reflection 4: One out of three students did not enjoy learning math and language arts. This is an opportunity for us to increase engagement and joy in learning.

Reflection 5: As one of our goals is to promote mental health, we have to ensure students can access supports at school, and know how to do so. Even though the students knew their teachers cared for them, many did not realize they could get help for non-school concerns.



Summary of Progress – Fall 2021 Baseline Data

In the fall of 2021, we gathered screening data for literacy and numeracy as well as survey input from parents and teachers. This data review both reflects the progress from the previous year and acts as a benchmark for further growth. From our review of the data, we observe:

1. Students are entering school with a clear deficit in basic literacy skills.
2. Our literacy interventions are making a difference as students spend more time in school.
3. Despite this improvement, significant literacy gaps remain.
4. Teachers feel competent in teaching literacy overall.
5. Areas for Professional Development for teachers include Word Work and Writing Instruction.
6. Parents are overall very pleased with the instruction their children are receiving. This is a strength to build on.
7. There is a portion of our parents that feel they could be better equipped to support their children at home in the areas of Literacy and Numeracy.

Parkland Village School

WHY A FOCUS ON LITERACY?

At Parkland Village School

Fall 2021

GRADE 1 – STARTING FROM SCRATCH

This year, 27 out of 28 students are coming into grade 1 with pre-kindergarten or kindergarten literacy skills. (Based on PAST scores)

THE NEED CONTINUES GRADES 2-4

Reading assessments from the first month of school show over half of our students are reading below grade level.

Category	Percentage
Above Grade Level	13.5%
At Grade Level	32.6%
Below Grade Level	53.9%

THE UPWARD TREND

With each year of additional school, more students are finding literacy success.

The percentage of students reading at or above grade level, based on the PAST & Fountas and Pinnell Reading Assessments

THE TEACHER PERSPECTIVE

Teachers feel that our students struggle with literacy more than numeracy.

Measuring five components of a balanced literacy program (from left to right, Word Work, Modelled Reading/Writing, Shared Reading/Writing, Guided Reading/Writing and Independent Reading/Writing), the teachers feel more confident and equipped to teach reading, and Word Work is an area of opportunity for us to grow.

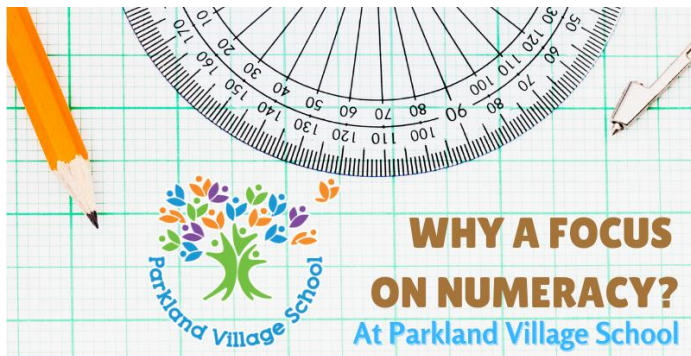
Component	Reading Confidence	Writing Confidence
Word Work	4.5	3.2
Modelled Reading/Writing	4.2	3.5
Shared Reading/Writing	4.0	3.6
Guided Reading/Writing	3.8	3.7
Independent Reading/Writing	3.5	3.4

PARENTS REFLECTIONS

22 out of 23 parents are pleased or very please with **READING** instruction at PVS 13% of parents surveyed do not feel equipped to support their children at home with literacy/numeracy

21 out of 23 parents are pleased or very please with **WRITING** instruction at PVS

What we do at school makes a difference



WHY A FOCUS ON NUMERACY? At Parkland Village School

Fall 2021

THE MATH STATS FOR GRADES 1-4

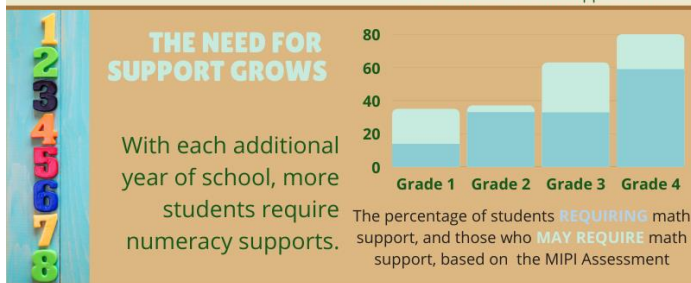
Extra Support Required
36.2%



No Extra Support Required
44.8%

May Require Extra Support
19%

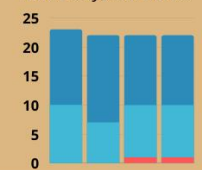
According to the beginning of the year math assessment (MIPI), over a third of our students in grades 1-4 require extra support in math, and another 19% may need additional math support as well.



PARENTS REPORT that their children find math to be...



Parents also report that for both literacy and numeracy, teachers...



Know My Child
Make Learning Engaging
Provide Extra Help When Needed
Communicate My Child Progress

Strongly Agree
Agree
Disagree

THE TEACHER PERSPECTIVE

Teachers perceive that our students are stronger in numeracy than literacy.

Teacher Confidence in Teaching Numeracy



What we do at school makes a difference

Observations continued...

8. Over half of our student are needing Numeracy support, and the percentage increases as the students spend more time in school. (Note: this contrasts with the trend in literacy).
9. Teachers feel generally competent to teach the main strands of numeracy.
10. Teachers feel the most confidence teaching fluency, and the least confidence teaching math reasoning.
11. Most parents report that their children are engaged and appropriately challenged in math.
12. Parents are very pleased with the teachers, learning, support and communication around the teaching of these basic skills.

Do not worry about your difficulties in mathematics. I can assure you mine are still greater.

Albert Einstein

What We Learned – The Take-Aways

There are several take-aways that come from the story of our 2020-21 school year here at Parkland Village School.

- First, the three-fold priorities of literacy instruction, numeracy instruction and nurturing student mental-health and wellbeing remain areas of need.
- Second, we have invested more heavily in building layers of support for literacy development, and that is where we are seeing the greatest impact in student success. In short, the plan is working.
- Third, there are clear opportunities for us to serve our students in these three areas and the results summarized in this report reveal the areas we can tackle next. These priority areas and plans will be summarized in our school's 2021-22 Development Plan.
- Finally, our staff and parents recognize the good work and foundational strengths of our school and are ready and equipped to take the next steps in our journey.

