

## High Park School Development Plan 2021/2022

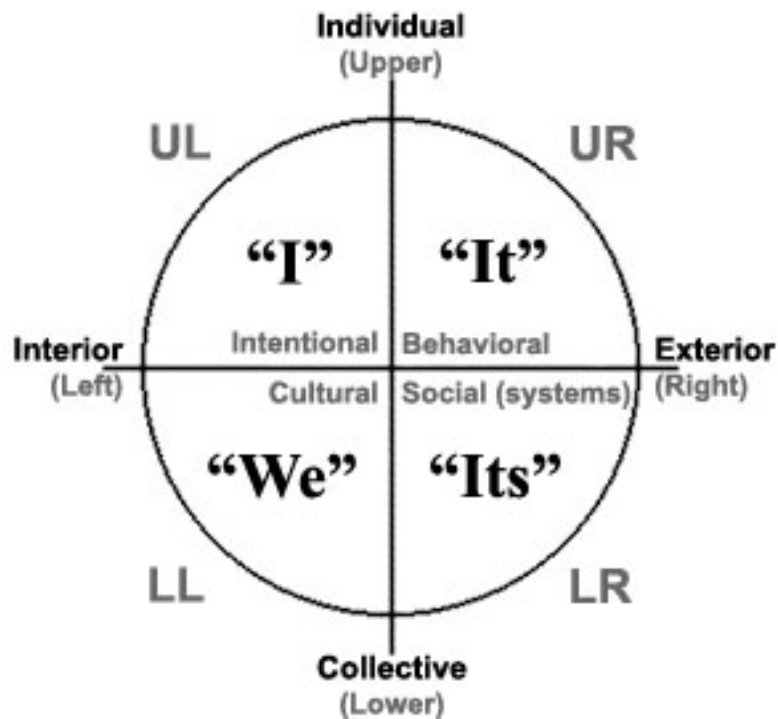
### High Park School - Teachers and Leaders Collaborate - Results Report

#### Purpose

In order to establish an understanding of the level of student achievement, and the culture of achievement in the High Park School community a review of data that reflects multiple perspectives, as well as narrative, and more empirical measures was conducted to devise a baseline measure.

#### Process

The data collection process began with an analysis of data necessary to develop an integral map (AQAL map) of student achievement at High Park School.



The AQAL map looks at a phenomenon, in this case student achievement from these four perspectives to provide a multidimensional understanding of the phenomenon in a particular context, in this case our school community.

Our baseline data on student achievement has been organized using the integral method into the four AQAL quadrants below.

Upper Left (intentional)	Upper Right (behavioural)
Staff one on one meetings	School PAT Data MIPI Results Running Record Information
AERR Results	District & Provincial PAT Data
Lower Left (cultural)	Lower Right (systemic)

Stakeholders represented in this data are:

- Staff, in reflection and AERR reporting
- Parents in AERR reporting
- Students in academic results reporting (PATS, MIPI & Running Record data)
- District and Provincial stakeholders in systemic data

This data has been evaluated through the lens of student achievement as a means to establish a current baseline for last year's focus as well as to tell the story of our learning journey last year. Additionally the lens of teachers and leaders collaborating has been applied where applicable to provide a baseline for our shift in priority this year.

## Baseline Findings

**Upper Left:** In May of 2021 each staff member met with the principal to discuss the school year. Staff were asked the same baseline questions, and conversations were organically grown from there. These questions were: What do you like about our school? If you could change one thing about our school what would it be? What do you bring to the table to help facilitate this change? And, do you have any advice for me as the principal moving forward?

From these conversations 4 themes emerged:

- Literacy instruction
- Numeracy instruction
- Student experience (engagement, belonging and wellness)
- Staff Wellness

These themes represent a departure from our previous focus on student achievement as the root of our student achievement is seen by our staff as a combination of our work as a school in these 4 areas. These conversations revealed that we lack the systems and structures for meaningful collaboration across grade levels to purposefully implement instructional and cultural changes.

**Upper Right:** PAT results from the school's AERR report were examined to reveal that there has been a consistent pattern of the school achieving slightly above the provincial average overall on both the exams in grade 6 and grade 9. Grade 6 exams have a generally higher achievement rate than the grade 9 exams, as is consistent with the province.

Despite continually being above the provincial average there has been a slight decline in results over the last 3-5 years at the school. Unfortunately these results have not been updated since 2019.

#### Results by Exam for 2019

Exam	Percentage of Students Who Wrote the Exam and Met Acceptable Standard	Results Report Update May/June 2022 PAT Results
ELA 6	100%	89%
ELA 9	76%	91%
Math 6	78%	78%
Math 9	50%	72%
Science 6	96%	83%
Science 9	84%	77%
Social 6	87%	74%
Social 9	59%	65%

**Since the gap in years between PAT data is so wide, it is difficult to attribute the above changes to an initiative or factor as there is significant variation, and it is difficult to follow a pattern in any one subject area. Future data from the current year's PAT results should be used as well as comparison against provincial norms to attempt to determine patterns and relationships between data.**

Beyond these results, data from the school wide administration of the MIPI and Fountas and Pinell running records continue to show that 34% of students are not reading at grade level across our school population. In numeracy we have a significant number of students who's MIPI results require attention in numeracy.

#### **Results Report Update**

**Jun. 2022 F&P - 35% of students gr. 1-6 reading below grade level**

**Sep. 2022 MiPi results - 62% of grade 5-9 students requiring attention**

**Lower Left:** The school's AERR survey results were used to examine the perceived culture of student achievement at High Park School. These results take into account the perceptions of teachers, parents and students in our school. The survey was administered in April of 2021, right as the 3rd wave of COVID-19 hit our school with several classes being sent home to isolate. Many students in our grade 7 classes (one of the groups surveyed) were choosing to isolate because of the number of cases in our school community.

The students, staff, and parents surveyed reported an 82.2% agreement that our students' learning and engagement in school is acceptable. This is slightly below the provincial average of 85.9%. The education quality measures came in at 90.5% agreement which is above the provincial average.

#### **Fall 2022 Measure Update - 86.4% agreement**

Overall parents (89%) and students (95% at grade 4, and 89% in grade 7) agree that our students are encouraged to try their best, and that teachers at our school are available to help them in their learning ( 88% in grade 4, and 89% in grade 7).

#### **Fall 2022 Measure Update - 88.7% agreement**

Our rates of agreement on measures of citizenship have improved from 75.7%in the previous year to 77.9% in this year's survey.

#### **Fall 2022 Measure Update - 74.4% agreement**

88% of our grade 4 students are proud of our school, and 83% of grade 7 students would recommend our school to a friend.

#### **Fall 2022 Measure Update - 88% of grade 7 students would recommend our school to a friend, and 93% of grade 4 students are proud of our school**

These results indicate a general trust in the education quality in our school, as well as the overall school culture as a learning community.

**Lower Right:** Overall our schools results both on achievement tests and in the AERR measures hover at or slightly above/below provincial averages. What is noted is that the provincial average tends to hold in year over year data, but our school data has been declining in general over the last few years, with our school seeing results below the provincial average in multiple categories again this year.

## **Reasoning for Focus**

There were clear contributing factors that emerged when reconciling our results from last year. One of these was the fact that teachers are not consistently using the same resources from grade to grade, or class to class. Work must be done to adopt and implement best practices in Literacy and Numeracy in true collaboration as a staff. Secondly, the complications in education during the COVID-19 pandemic have left staff and students feeling overwhelmed and disconnected. We must work to allow our students place and space to belong in our school community, and ensure the health and wellbeing of our staff as caregivers is centered. Because of these multiple foci task forces have been created at High Park School to give staff the opportunity to dive deep into supporting one of these areas based on their own passions.

Staff clearly identified 4 areas for growth:

- Literacy
- Numeracy
- Student experience (engagement, belonging and wellness)
- Staff Wellness

## **High Park School - Teachers and Leaders Collaborate Development Plan 2021/22**

**The Desired State of teachers and leaders collaborating at High Park School:**We have a diverse staff with many skills and talents. In our desired state we will have developed processes and structures to allow them to work together, both with their grade level teams, and cross grade and curriculum on projects that are not only meaningful to them, but also critical to the school, and improvement of student learning.

**Strategies:**After consultation with staff in May clear areas for improvement in our school emerged. Task forces were created with staff input in order to focus our efforts on 4 areas of need in our school.

- **Literacy**
- **Numeracy**
- **Student Experience**
- **Staff wellness**

Each task force is given an hour each PD day to meet and develop an action plan for the school. In conjunction with these meetings Division (grade level) meetings will also occur on our PD days so that the grade level teams can work together to enact these plans, develop suggested resource lists, discuss needed PD, etc. Ideally these 2 teams will inform and push each other forward improving these 4 areas in our school.

In addition to these task forces and division teams, each of these groups leaders will meet before each PD day with administration forming an instructional leadership team.

#### Additional Strategies

- Resource commitment to Levelled Literacy Intervention (LLI) we have increased our leveled literacy intervention support to full time from a PM only position last year. This has helped expand the program to support students from grades 1-5 from 1-3 in previous years
- Middle School Skills Lab we have created a junior high skills lab staffed by a highly skilled EA as a space for our upper grade students to be able to attend for some extra help, and also to expand our LLI program into the junior high.
- Alberta Education Learning Loss Grant will be used to:
  - Pay for increase in EA time for levelled literacy intervention in grades 1-3
  - Provide release time for a teacher to provide numeracy intervention for students in grades 1-3

#### Timelines:

- June 2021
  - send out google form probing for areas of interest to entire staff, form task forces based on interest
- August 2021
  - Discuss intention of task forces/division meetings over the course of the year with full staff. Use gantt chart to plan for the year
- September 2021
  - Pre Assessment data for literacy and numeracy collected by staff using running records and the MIPI
- October/November 2021
  - Growth plan meetings with staff
  - On top of our annual growth plan meetings there will also be a check in about these changes to gauge staff engagement
- November 2021
  - Obtain Learning Loss grant & Ensure targeted students are enrolled in leveled literacy intervention programming, and work with division office to develop numeracy intervention programming to begin in January 2022
- October-May 2021/22
  - the week before PD day gather instructional leadership team to build the agenda's of both task force and Division meetings based on the needs of each group
  - Give sufficient time during PD days for each group to meet
- May/June 2022
  - Post Assessment data collection for literacy and numeracy using running records, and the MIPI
  - Meet with staff again to ask the same questions used to establish baseline

- What do you love about our school?
- What would you change about our school?
- What do you bring to the table to make this change?
- Do you have any advice for me moving forward?

**Measures of Improvement:**

- Measures of student achievement improve. Percentage of students reading at grade level, and students performing in mathematics at grade level improve in our assessments
- Different themes emerging from staff baseline meetings. If we have improved in the areas of concern raised last year, new areas should arise.
- Our schools AERR results align or show an improvement when compared to the overall provincial results.
- PAT results show alignment or improvement of provincial averages.

**Other Considerations:** It is recognized that we are still running our school during a pandemic, and there are many complicating factors that have arisen over the past two school years, and we anticipate more this coming year. Although this is not a reason to stall growth in our school we do recognize that there will be factors such as online meetings, and uncertainty about schooling that will affect the hearts and minds of our school community.

## Results Report Updates:

- Measures of student achievement improve. Percentage of students reading at grade level, and students performing in mathematics at grade level improve in our assessments
  - **Literacy and numeracy levels have not yet shown improvement, as of June and September 2022 data collection**
- Different themes emerging from staff baseline meetings. If we have improved in the areas of concern raised last year, new areas should arise.
  - **This has been difficult to gauge due to a change in administration. However, during early 2022 school year discussions, staff shared concerns with school culture, handling of disciplinary issues, concern about harmful student behaviours, and a lack of time for meaningful collaboration.**
- Our schools AERR results align or show an improvement when compared to the overall provincial results.
  - **AEAM Data from spring of 2022 show a decline in several areas in parent and teacher agreement with several measures, while student agreement was generally maintained or improved. Work is yet to be done on improving agreement with assurance measures from parents and staff.**
- PAT results show alignment or improvement of provincial averages.
  - **Generally, PAT results for High Park School were either near or above provincial averages, though several declines in school data from 2019 results were evident.**
- Resource commitment to Levelled Literacy Intervention (LLI) we have increased our leveled literacy intervention support to full time from a PM only position last year. This has helped expand the program to support students from grades 1-5 from 1-3 in previous years
  - **Our staffing has continued to reflect a full time LLI literacy intervention position into the 2022-23 school year, however, according to F&P results, the number of students reading below grade level has stayed the same at 35%. After discussion with division literacy staff, the LLI model was explored and adjusted moving forward.**

Task forces were created with staff input in order to focus our efforts on 4 areas of need in our school.

- **Literacy**
- **Numeracy**
- **Student Experience**
- **Staff wellness**



Each task force is given an hour each PD day to meet and develop an action plan for the school. In conjunction with these meetings Division (grade level) meetings will also occur on our PD days so that the grade level teams can work together to enact these plans, develop suggested resource lists, discuss needed PD, etc. Ideally these 2 teams will inform and push each other forward improving these 4 areas in our school.

**Initial meetings with staff revealed a lack of support for the task force model, due to a perceived lack of direction and accountability for meeting times. Staff were hesitant to commit to the Literacy, Numeracy and Student Experience task forces again and several staff members expressed their concern with the use of this time during PD Days. However, the staff members who were initially designated to the Staff Wellness task force generally felt positively about their ability to impact wellness, and wished to continue in their roles.**