



Blueberry School: Development Plan Results Report November, 2022



“Supporting all Learners to Meet Their Future” is the tagline for Blueberry School, and speaks to our focus on assisting all students to achieve at their highest academic level, while developing the skills necessary to succeed beyond the walls of our school. Our staff want the best for our students and rely on data-driven, research based practices to foster academic excellence.

The 2021-22 school year continued to be impacted by the COVID-19 pandemic. The year brought both increased freedoms, and fluctuating restrictions, requiring staff, students and community to continue to be flexible and rely on each other. Many changes regarding operational procedures occurred throughout the year impacting whole school gatherings, cohorting, field trips and extra curricular activities.

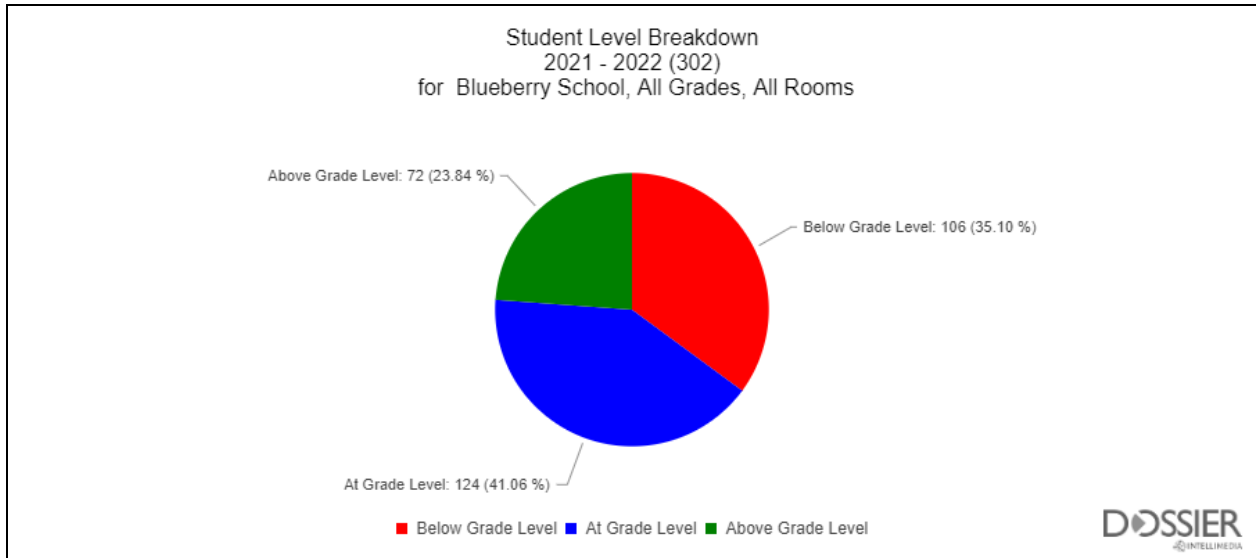
Using student data to reflect on the successes and challenges of the 2021-22 school year, will allow our staff to refine skills and strategies to support student learning. With new assessments put forward by Alberta Education in 2022, for students Grades Kindergarten to Four, increased data points in literacy and numeracy are available to enhance instruction. As a school staff, we continue to use baseline screeners in literacy and numeracy at all grade levels to inform classroom teaching and intervention approaches.

Blueberry’s primary area of focus for the 2021-22 school year, drawn from the Parkland School Division Education Plan was: ***Teachers and Leaders Promote Literacy and Numeracy***. This report will reflect on success and areas of growth specific to success in literacy and numeracy through student data, while also taking into account contextual factors. Data includes school based assessments in reading, writing and numeracy. Further in the report, reflections on Provincial Achievement Tests are provided. These standardized assessments were reintroduced in May and June of 2022, after not being completed during the 2019-2020 and 2020-21 school years.

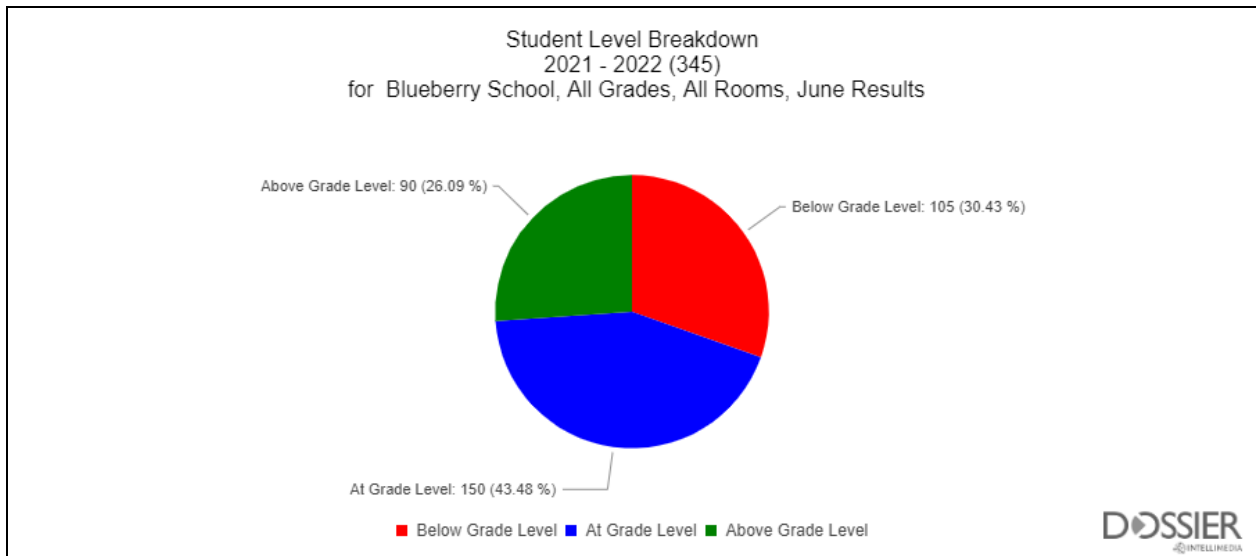
Literacy (Reading) Grades 2-6

Blueberry school utilises several measures in regards to student achievement in reading. One formalised tool is the Fountas and Pinnell reading assessment, which reflects student reading fluency and comprehension skills. The graphics below communicate school results from grades 2-6 followed by reflection statements.

Fountas and Pinnell Results Grds 2-6 September 2021



Fountas and Pinnell Results June 2022



Literacy Score Interpretation based on Fountas and Pinnell Results

| Literacy | |
|--|---|
| Reading Levels Grades 2-9 September 2021: <ul style="list-style-type: none"> ● 23.84% of students above grade level ● 41.06% of students at grade level ● 35.01% of students below grade level | Reading Levels Grades 2-9 June 2022: <ul style="list-style-type: none"> ● 26.09% of students above grade level ● 43.48% of students at grade level ● 30.43% of students below grade level |
| <i>Increase 4.67% at or above Grade Level</i> | |

School-based results related to daily small group reading and phonological intervention programming.

| | |
|--|---|
| Levelled Literacy Intervention Pull-out Enrollment September 2021: 37 Students | Levelled Literacy Intervention Pull-out Enrollment June 2022: 29 Students |
| <i>19% Graduated (achieved expected level)</i> | |

| | |
|--|---|
| Phonological Awareness Intervention Pull-out Enrollment September 2021: 33 Students Grds 1-4 | Phonological Awareness Intervention Pull-out Enrollment June 2022: 27 Students Grds 1-4 |
| <i>12% Graduated (achieved expected level)</i> | |

Reflections

Students in grades 2-6 achieving at and above grade level increased by 4.67% over the 2021-22 school year. Strategies in place such as in class and external interventions, literacy lead teacher, small group instruction and comprehensive literacy plans attributed to this success. There is a continued need for small group interventions within the classroom and external to the classroom, focused on both reading comprehension and fluency (LLI) and phonological awareness. Graduation out of these interventions indicate successful programming, however continued enrollment indicates this area should continue to be focused on at a universal classroom level.

Literacy (Reading) Grades 7-9

At a Junior High level, Blueberry teachers access the RCAT (Reading Comprehension Assessment Tool) to evaluate student achievement in five key domains related to reading success. These domains are closely linked to Provincial Achievement Test areas and indicate to teaching professionals areas of need for individual students and class wide areas of focus. Results of the RCAT are illustrated in the following tables, along with reflection statements to follow.

Grade 7-9 RCAT (Reading Comprehension Assessment Tool) Results September 2021 - March 2022

| | Grade 9 September RCAT - Mean Results | Grade 9 March RCAT - Mean Results | Grade 9 September RCAT - Mean Results | Grade 9 March RCAT - Mean Results |
|------------------------------|---------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|
| Domain | 9A/9B | 9A/B | 9C | 9C |
| Associate Meaning | 67.05 | 78.5 | 59.38 | 76.19 |
| Evaluate | 68.94 | 70.5 | 66.67 | 62.22 |
| Identify and Interpret Ideas | 70.17 | 54.5 | 64.84 | 68.89 |
| Interpret Text Organization | 78.64 | 61.5 | 68.75 | 40 |
| Make Connections | 56.06 | 44.5 | 60.42 | 52 |

| | Grade 8 September RCAT - Mean Results | Grade 8 March RCAT - Mean Results |
|------------------------------|---------------------------------------|-----------------------------------|
| Domain | 8A/8B | 8A/8B |
| Associate Meaning | 50.00 | 59.5 |
| Evaluate | 60.26 | 63 |
| Identify and Interpret Ideas | 56.84 | 71 |
| Interpret Text Organization | 45.19 | 56 |
| Make Connections | 64.62 | 57 |

| | Grade 7 September RCAT - Mean Results | Grade 7 March RCAT - Mean Results |
|------------------------------|---------------------------------------|-----------------------------------|
| Domain | 7A/7B | 7A/7B |
| Associate Meaning | 87.76 | 92.43 |
| Evaluate | 57.14 | 71.41 |
| Identify and Interpret Ideas | 71.84 | 71.41 |
| Interpret Text Organization | 46.94 | 71.21 |

| | | |
|------------------|-------|-------|
| Make Connections | 55.78 | 82.29 |
|------------------|-------|-------|

Reflections

A noticeable increase was seen for students in grade 7 on the majority of areas of the RCAT. Explicit instruction paired with small group targeted instruction brought forward this success. For the 2022-23 school year, a continued focus on small group reading comprehension instruction at the Jr High level will be prioritised.

Literacy (Writing) Grades 1-9

Blueberry School collects baseline writing samples to inform next steps in instruction. The tables below compare achievement at the beginning of the school year, versus the end of the school year in the insufficient domain and domain of competent/excellent.

| Grade Level | September 2021 % Insufficient | June 2022 % Insufficient |
|-------------|----------------------------------|-----------------------------|
| 1 | 73% | 14% |
| 2 | 26% | 8% |
| 3 | 35% | 19% |
| 4 | 3% | 0 |
| 5 | 24% | 12% |
| 6 | 12% | 13% |
| 7 | 1% | 0% |
| 8 | 4% | 0% |
| 9 | 9% | 6% |

| Grade Level | September 2021 % Competent or Excellent | June 2022 % Competent or Excellent |
|-------------|--|---------------------------------------|
| 1 | 5% | 46% |
| 2 | 37% | 52% |
| 3 | 22% | 47% |
| 4 | 35% | 67% |
| 5 | 32% | 46% |
| 6 | 43% | 37% |

| | | |
|---|-----|-----|
| 7 | 63% | 83% |
| 8 | 66% | 65% |
| 9 | 69% | 57% |

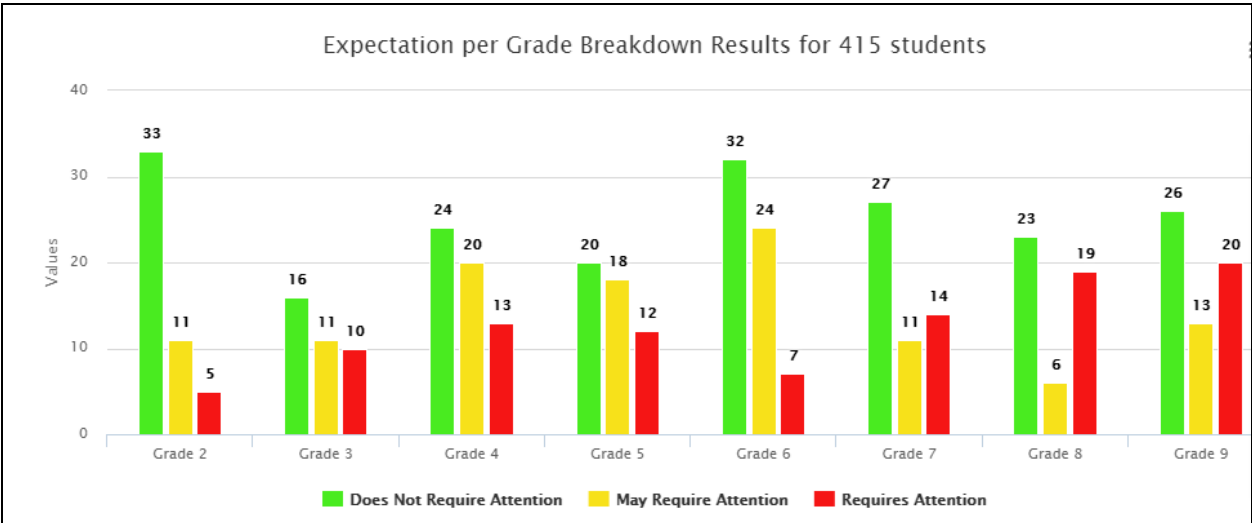
Reflections

Grade one students demonstrated a large amount of growth over the year in regards to writing achievement. This year is critical to developing competent writers and introducing elements of the writing process. Data indicates that current practices are supporting our youngest learners in achieving writing success. All grade levels with the exception of grade six, saw a reduction in the amount of students who received an insufficient (below 50%) indicator on their writing samples. Grades which saw the highest achievement use a blend of whole group instruction and individual/small group writing instruction. A clear writing scope and sequence along with adequate resources has been necessary to ensure writing success. Teachers have collected exemplars to ensure inter-rater reliability for each writing sample at every grade level.

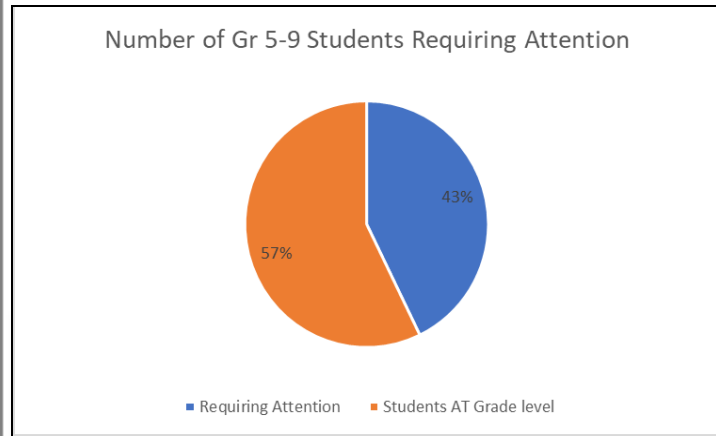
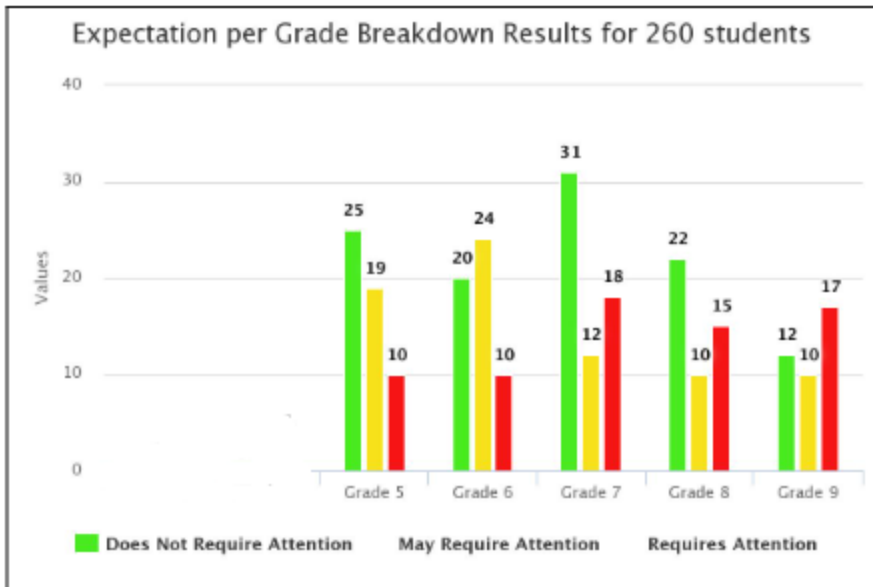
Numeracy

Baseline student achievement in numeracy is measured at Blueberry School using the MIPI (Math Intervention Programming Instrument) in Grades 2-9. This assessment tool communicates student achievement on key outcomes for the previous year of learning. For example, students in Grade 3 are assessed based on their competence with Grade 2 outcomes, students in Grade 4 are assessed on Grade 3 outcomes etc. The graphics below indicate achievement in September 2021 and September 2022 with explanation to follow.

September 2021 MIPI Results Grades 2-9



September 2022 MIPI Results Grades 5 - 9



Reflections

In the fall of 2022, Alberta Education introduced numeracy assessments for students grades 1-4. As a result, the MIPI was not used as a baseline measure for these grades. Data provided examines grade 5-9 students including those who may be working on programming at an adjusted grade level.

School-wide MIPI results indicate 28% of students do not possess a full understanding of key curricular outcomes from instruction during their previous school year. In Grades 7-9, 34% of students require attention to mathematical learning outcomes. New strategies are necessary for 2022-23 to address conceptual mathematical learning, especially in Jr High.

Although not examined in this report, Blueberry school conducts a midpoint numeracy screen focused on the number strand to inform teaching practice for the second half of each school year.

Provincial Achievement Test Results

| English Language Arts Grade 9 June 2022 | |
|---|---|
| <p style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 86.2% of students at acceptable standard ● 12.3% of students at standard of excellence ● 13.8% of students below acceptable standard | <p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 85.4% of students at acceptable standard ● 15.8% of students at standard of excellence ● 14.6% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 0.8% higher than the province at the acceptable standard.</p> <p>Areas of Concern: Blueberry students scored less than the province at the standard of excellence by 3.5%</p> | |

| English Language Arts Grade 6 June 2022 | |
|--|---|
| <p style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 87.7% of students at acceptable standard ● 23.1% of students at standard of excellence ● 12.3% of students below acceptable standard | <p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 89.8% of students at acceptable standard ● 22.3% of students at standard of excellence ● 10.2% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 0.8% higher than the province at the standard of excellence.</p> <p>Areas of Concern: 2.1% less of Blueberry students scored at the acceptable standard than the province 2.1% more Blueberry students scored below the acceptable standard than the province</p> | |

| Social Studies Grade 9 June 2022 | |
|---|---|
| <p style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 78.5% of students at acceptable standard ● 21.5% of students at standard of excellence ● 21.5% of students below acceptable standard | <p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 72.4% of students at acceptable standard ● 20.6% of students at standard of excellence ● 27.6% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 6.1% higher than the province at the acceptable standard. Blueberry students scored 0.9% higher than the province at the standard of excellence.</p> | |

| Social Studies Grade 6 June 2022 | |
|---|---|
| <p>School Based Results</p> <ul style="list-style-type: none"> ● 81.5% of students at acceptable standard ● 23.1% of students at standard of excellence ● 18.5% of students below acceptable standard | <p>Provincial Results</p> <ul style="list-style-type: none"> ● 80.2% of students at acceptable standard ● 24.5% of students at standard of excellence ● 19.8% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 1.3% higher than the province at the acceptable standard</p> <p>Areas of Concern: 1.4% less Blueberry students scored at the standard of excellence than the province.</p> | |

| Mathematics Grade 9 June 2022 | |
|--|---|
| <p>School Based Results</p> <ul style="list-style-type: none"> ● 65.6% of students at acceptable standard ● 18.8% of students at standard of excellence ● 34.4% of students below acceptable standard | <p>Provincial Results</p> <ul style="list-style-type: none"> ● 62.7% of students at acceptable standard ● 19.6% of students at standard of excellence ● 37.3% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 2.9% higher than the province at the acceptable standard.</p> <p>Areas of Concern: 0.8% more Blueberry students scored below the standard of excellence than the province. 34.4% of Blueberry students scored below the acceptable standard</p> | |

| Mathematics Grade 6 June 2022 | |
|--|---|
| <p>School Based Results</p> <ul style="list-style-type: none"> ● 86.2% of students at acceptable standard ● 13.8% of students at standard of excellence ● 13.8% of students below acceptable standard | <p>Provincial Results</p> <ul style="list-style-type: none"> ● 74.5% of students at acceptable standard ● 14.7% of students at standard of excellence ● 25.5% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 11.7% higher than the province at the acceptable standard</p> <p>Areas of Concern: Blueberry students achieved below the province by 0.9% at the standard of excellence</p> | |

| Science Grade 9 June 2022 | |
|---|---|
| <p>School Based Results</p> <ul style="list-style-type: none"> ● 89.2% of students at acceptable standard ● 23.1% of students at standard of excellence ● 10.8% of students below acceptable standard | <p>Provincial Results</p> <ul style="list-style-type: none"> ● 82.0% of students at acceptable standard ● 27.6% of students at standard of excellence ● 18.0% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 7.2% higher than the province at the acceptable standard.</p> <p>Areas of Concern: 4.5% of students across the province scored higher than Blueberry students at the standard of excellence.</p> | |

| Science Grade 6 June 2022 | |
|---|---|
| <p>School Based Results</p> <ul style="list-style-type: none"> ● 86.2% of students at acceptable standard ● 24.6% of students at standard of excellence ● 13.8% of students below acceptable standard | <p>Provincial Results</p> <ul style="list-style-type: none"> ● 84.0% of students at acceptable standard ● 28.7% of students at standard of excellence ● 16.0% of students below acceptable standard |
| <p>Areas of Celebration: Blueberry students scored 2.2% higher than the province at the acceptable standard.</p> <p>Areas of Concern: 4.1% of students across the province scored higher than Blueberry students at the standard of excellence.</p> | |

Summary Reflections:

The School surpassed the Province of Alberta's results on:

- 7 of 8 Provincial Achievement Tests at the Acceptable Standard; and
- 2 of 8 Provincial Achievement Tests at the Standard of Excellence

Areas for Growth

- Explore strategies to increase achievement at the Standard of Excellence in Grade 9 English Language Arts
- Explore strategies to increase achievement at the Standard of Excellence in domains of Science, ELA 9, Social Studies and Math
- Explore strategies to increase the number of students achieving at the acceptable standard in Grade 9 Math
- Explore strategies to support learners who are achieving below the acceptable standard in all domains

Results of the 2021-22 Development Plan: *Lessons Learned*

Contextual Considerations

During the 2021-22 school year, the COVID-19 pandemic had a continued impact on many aspects of teaching and learning.

Community:

- In September 2021, some community building activities such as *Meet the Teacher* were held virtually, creating a disconnect between community and the school
- Changing Guidelines regarding health measures impacted school operations including field trips and cohorts. This resulted in a disconnect amongst some of the school community as individuals and staff attempted to support all learners

Staff and Student Wellness:

- Extra curricular sports were reestablished with some adjustments (limited spectators at times) during the 2021-22 school year, impacting those students and families who thrive in these domains
- Student movement was (at times) restricted to homeroom cohorts resulting in a perceived lack of motivation and connection in the classroom, particularly at the Jr High level
- Access to online learning through googleclassroom was prioritised as students experienced higher levels of absenteeism due to sickness
- In May/June many school wide activities resumed including field trips and year end activities

Instructional Practice and Professional Development:

- Blueberry School implemented the QPAS assessment for students below the expected reading level in Kindergarten - Grade 3. This led to the development of phonological awareness groups and a shift in small group practice within the classroom
- The Alberta Government announced Learning Loss Funding which was used to increase staff resources for small group intervention in literacy and numeracy
- Anecdotally, teachers and support staff continued to experience increased levels of stress related to the teaching realities of the COVID-19 pandemic (time, virtual teaching environment, increased focus on health and safety protocols, isolation from colleagues and community)
- Professional Development plan incorporated key areas:
 - RCAT (Jr High reading comprehension)
 - Numeracy Interview (K-4 numeracy intervention tool)
 - Phonological Awareness tools/strategies
 - Words Their Way programming (word study and vocabulary)
 - Truth and Reconciliation

- Lead Literacy and Numeracy position was essential for communication, reporting and clear programming. Lead teacher moved to Division Office in the Spring opening a position for other staff to build leadership practice
- School based numeracy intervention program was developed for Grd 1-3 students based on the Numeracy Interview assessment tool

Initiatives to Continue from 2021-22

- Weekly goals for team time at each divisional level (proactive planning to support data collection and next steps in instruction)
- Release of teachers through STEM/PE to meet as grade level cohorts on school based goals (weekly)
- Reading extension small group instruction for Grade 3 students
- Bi-weekly team time for Jr High teachers
- Accurate baseline comprehension assessment for students grades 7-9
- Comprehensive Literacy Program in all grades
- Collaborative Response meetings focused on literacy and numeracy strategies
- Small group phonological awareness intervention
- Small group numeracy intervention
- Word study programs K-6
- Lead Literacy and Numeracy Teacher
- Staff and student wellness initiatives

Initiatives to Establish 2022-23

- Building Thinking Classrooms Jr High Math focus
- Comprehensive School Health Plan including counselling position (3 days a week)
- Analyze MIPI results to inform instruction and develop teaching plans which include small group instruction
- Revisit Academic Support block in Jr High to address issues in vocabulary understanding
- Develop bi-monthly numeracy check-ins based on number
- Focus on new curriculum PD for K-6 teachers
- Revisit writing scope and sequence