



Stony Plain Central School

## 2021-2022 Development Plan Results Report

**PARKLAND**  
SCHOOL DIVISION

Principal: Tanya Neuman

Assistant Principals: Warren Moody and Darla Villeneuve

### **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.

### **Our Ultimate Goal:**

Student Success and Well-being

### **Our Values:**

Learning opportunities that are purposeful, essential, relevant, authentic and responsive; Excellence in achievement; Trustworthy, respectful relationships; and, Resilience and self-awareness

## MESSAGE FROM THE PRINCIPAL

At Stony Plain Central our purpose is to work collaboratively with our school community to create a positive, respectful learning environment that nurtures trusting relationships, pride in accomplishments and develops life-long learners. As a staff at Stony Plain Central, fostering student success and well-being is at the core of our work and we continually focus on improvement for our students. Although there are many areas to focus on and uphold for students, our main area of focus was ensuring academic success in the areas of literacy and numeracy. Achievement gaps were noted as a result of the pandemic, and it was important for us to use baseline data to inform literacy and numeracy instruction in efforts to increase student achievement.

## OUR CONTEXT

Stony Plain Central School is a K-9 school situated in Stony Plain, Alberta. Stony Plain Central serves approximately 600 students and also provides Early Education programming for 3 and 4-year-old students as well as two STEPS classrooms (Gr. 3-7) that focus on supporting students who require social-emotional support in a small group setting in order to meet their learning needs. Our school serves a large geographical demographic including students throughout the

town of Stony Plain, outlying acreage/rural communities and students from Paul Band First Nation. As our school population is expanding, this will be our final year in the current building as we transition to a replacement school in the 2023-24 school year.

**SCHOOL COUNCIL SUMMARY**

Stony Plain Central has a core group of dedicated parents that form our School Council. This group of dedicated volunteers has worked tirelessly to ensure our students and staff. Meetings were held virtually each month from September 2021 through April 2022 and our AGM in May provided a hybrid option of virtual or in-person. School Council invested in supporting events for students such as a school wide pancake breakfast and works closely with the Friends of SPC fundraising society to support the needs of the school. They are keenly interested in the supporting the school and engaging the parent community.

Area in Focus:	<b>Students Demonstrate Success – Teachers and Leaders Promote Literacy and Numeracy</b>
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**DEVELOPMENT PLAN SUMMARY**

The goal of this past year's work was to use targeted interventions in literacy and numeracy, particularly in the early years, to address achievement gaps and improve student success. Work was also done in Grades 5-9 to improve reading comprehension and bridge the gap in academic achievement. We drew upon the expertise PSD's literacy and numeracy Division principals and facilitators to work alongside literacy and numeracy leads within our school to support this work. We continued to refine our process for gathering student data, particularly in reading and also in early years math to inform instruction. As we saw significant interruption in learning engagement throughout the pandemic, it was of utmost importance to meet the current learning needs for our students.

**SUMMARY OF RESULTS**

At Stony Plain Central we continue to focus on improving academic success for our students. Using baseline data to inform instruction and continually building upon and refining instructional practices that impact student learning and growth. The following is a summary of our results.

Baseline Reading Assessment Data:

Words Their Way – Was new resource and strategy implemented that focuses on developing students' ability to analyze words and build understanding of both spelling and meaning. Teachers in Grade 1-6 classrooms began using this work in their literacy programming with the intent to improve spelling and decoding of words, shown both in classroom assessments and in their daily reading and writing.

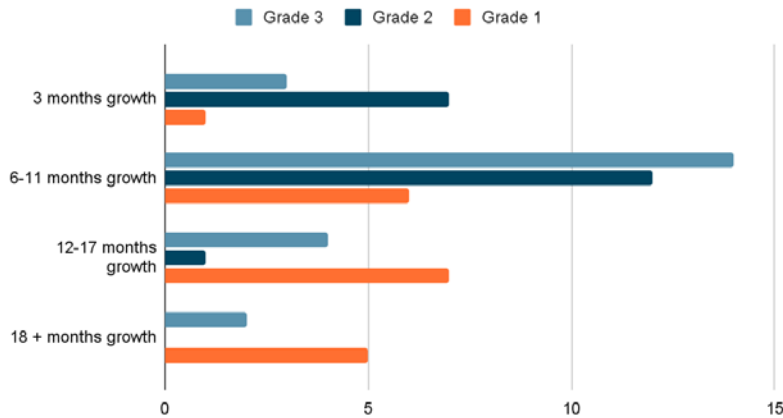
Words Their Way Data		
	WTW SPC	Divisional WTW
Whole School June 2022	Below = 46% At = 54%	Below = 46% At = 54%
Whole School Sept. 2022	Below = 46% At = 54%	Below = 45% At = 55%

Fountas and Pinnell - Is a literacy benchmark assessment that is an effective tool to measure student literacy achievement. The baseline information helps to inform teacher instruction and use instructional strategies that best support each student. This tool also provides data to track progress over time and provides information of our students in relation to other students within Parkland School Division.

F & P Scores: SPC			Divisional F & P Scores		
October 2021	June 2022	Sept. 2022	October 2021	June 2022	Sept. 2022
At: 35%	At: 42%	Competent: 56.5%	At: 36%	At: 34%	Competent: 57.5%
Below: 48%	Below: 49%	Insufficient: 43.5%	Below: 44%	Below: 45%	Insufficient: 42.5%
Above: 17%	Above: 9%		Above: 20%	Above: 21%	

The Covid-19 pandemic contributed to a significant decrease in literacy results in the past couple years and the maintaining and increase of students “At” reading level is reflective of the additional literacy intervention that was implemented in the 2021-2022 school year. The data below shows the significant growth that occurred as result of targeted intervention for students in Grades 1-3. These students started at a reading deficit that was far below Grade level expectations and achieved from 3 months – 18 months growth in 16 weeks of targeted instruction. These improved practices in this targeted intervention will be a focus to further develop instructional practices within classrooms.

Literacy Intervention - Student reading growth after 16 weeks of targeted intervention (June 2022 results)



The RCAT (Reading Comprehension Assessment Test) is another tool that was implemented in Grads 7-9 to begin to establish a baseline for reading in middle years classrooms. This will be a benchmark tool that will provide more robust data in the upcoming year.

Baseline Numeracy Data:

In Numeracy the MIPI was the primary benchmarking tool for assessing where students are at in their mathematical understanding. This assessment was completed in September of each year. It is clear from the data that there has been some improvement over the year and a need to dig into how to reduce the increasing gap in mathematical skills as students get older.

MIPI Results	2021- Requires Attention	2022 – Requires Attention	2021 – May Require Attention	2022 – May Require Attention	2021-Does Not Require Attention	2022 – Does Not Require Attention
Grade 5	55.3%	41.9%	34%	30.2%	10.6%	27.9%
Grade 6	58.3%	48%	22.9%	32%	18.8%	20%
Grade 7	69.5%	64.6%	24.4%	27.8%	6.1%	7.6%
Grade 8	70.5%	68.4%	19.2%	18.9%	10.3%	12.6%
Grade 9	74.2%	69.4%	15.7%	18.8%	10.1%	11.8%

Numeracy Intervention in Grades 1-4 was provided to identified students through a pull-out program. A numeracy interview helped to establish where students were at and the result below demonstrate the growth that resulted from this targeted intervention.

Subitization Average Growth	15.6 months
Compare/Order	10.2 months
Counting	12.1 months
Addition/Subtraction	11.8 months

**LESSONS LEARNED**

Having a clear instructional focus on literacy and numeracy provided the opportunity for a deeper look into where students are at and using that information to design instructional practices to meet the learning needs. It was noted that targeted instruction within the classroom, along with additional pull-out support for students at greatest risk saw significant growth for these students. We recognize that this model may not be sustainable and are working towards building structures into the instructional framework of each classroom.

We also learned that having instructional resources to support the learning needed to be a priority. Investment into a comprehensive guided reading resource was made in June of 2022 and a number of additional literacy resources have been purchased to teachers to support instruction in phonemic awareness. Numeracy resources will be an area that will need further consideration and investment to support instruction.

It is worth noting that in data where students had targeted intervention and made little growth, attendance was often a contributing factor. With the disruption to learning over the past three years, consistent attendance for many students has been a concern and as a school we are looking at ways we can help improve attendance for those that chronically miss.