

Connections for Learning Results Report 2021-2022

Connections
FOR LEARNING

Vision & Mission: CFL Area of Focus 2021-2022

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.

CFL Area in Focus

Teachers and Leaders Promote Literacy & Numeracy

CFL Goal

Our literacy and numeracy goal is for all students to demonstrate growth in their literacy skills, reduce the total number of students performing below grade level and close the gap on those significantly below grade level.

Study Participants

Staff from the following programs:

- Virtual Learning
- Building Futures
- Learning Hub
- Core
- Parent Partnership
- My Path
- Parkland Student Athlete Academy
- Junior High & High School Outreach
- Admin Team

Why?

- Literacy is an foundational skill for every student that impacts every part of their lives
- Currently, almost 50% of students are reading below grade level
- We recognize that students lost learning during the Covid pandemic and we need to make up for those gaps in terms of literacy and numeracy
- The Mipi data shows that greater attention to numeracy is required in grade 7-9; thus, this will be a focus of subject specialist teachers in grades 7-9
- CFL attracts students from diverse learning profiles

Program Contexts - PSAA, Core & Parent Partnership

Core - 4 core are taught in the AM

- 1) MyPath afternoons
- 2) Half day academic program

Parkland Student Athlete Academy

- People choose PSAA high performance training environment in their athletics in which they are passionate about.
- Students do core academics in the morning.

Parent Partnership

- Traditionally, English is taught through the Home Ed component of Parent Partnership with support for our staff.
- After evaluating literacy data we decided to add in a stronger literacy component to the school based portion of Parent Partnership for the 2022/2023 school year

Literacy Context: Virtual Learning

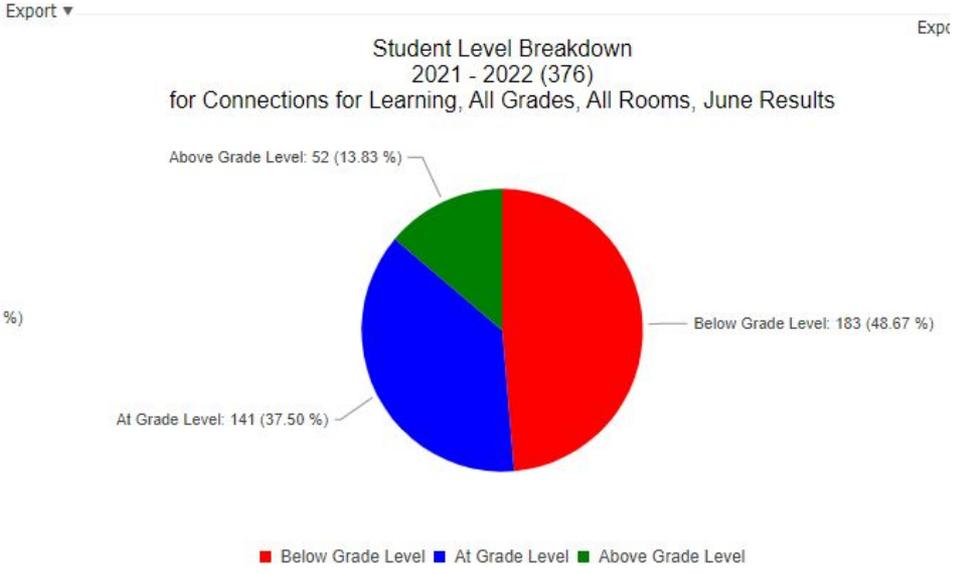
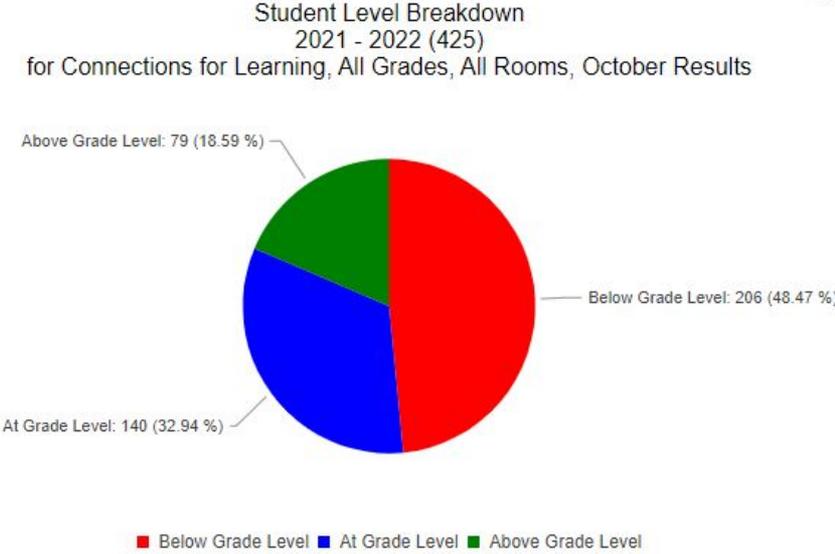
Virtual Learning:

- A number of families chose Virtual Learning due to COVID and their concerns around in person learning
- Many of our 200+ students were new to us with diverse backgrounds
- Accurate assessment data is not always easy to attain for this group of students

Junior High Outreach

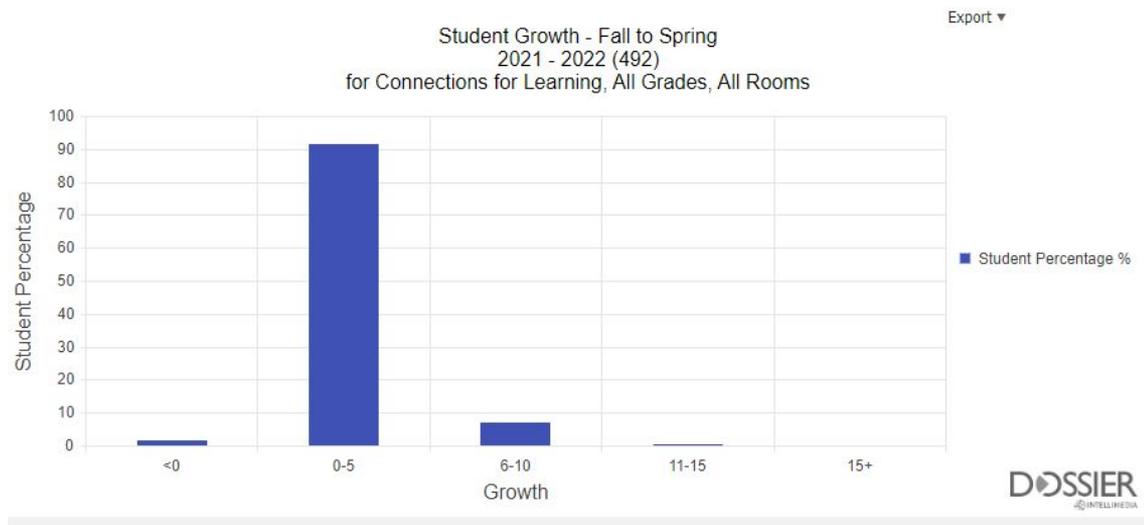
- JHOR attracts a diverse group of students. Often students who have struggled with academics and attendance in their previous school

Comparison of Baseline Data F&P Sept to June 2021-2022



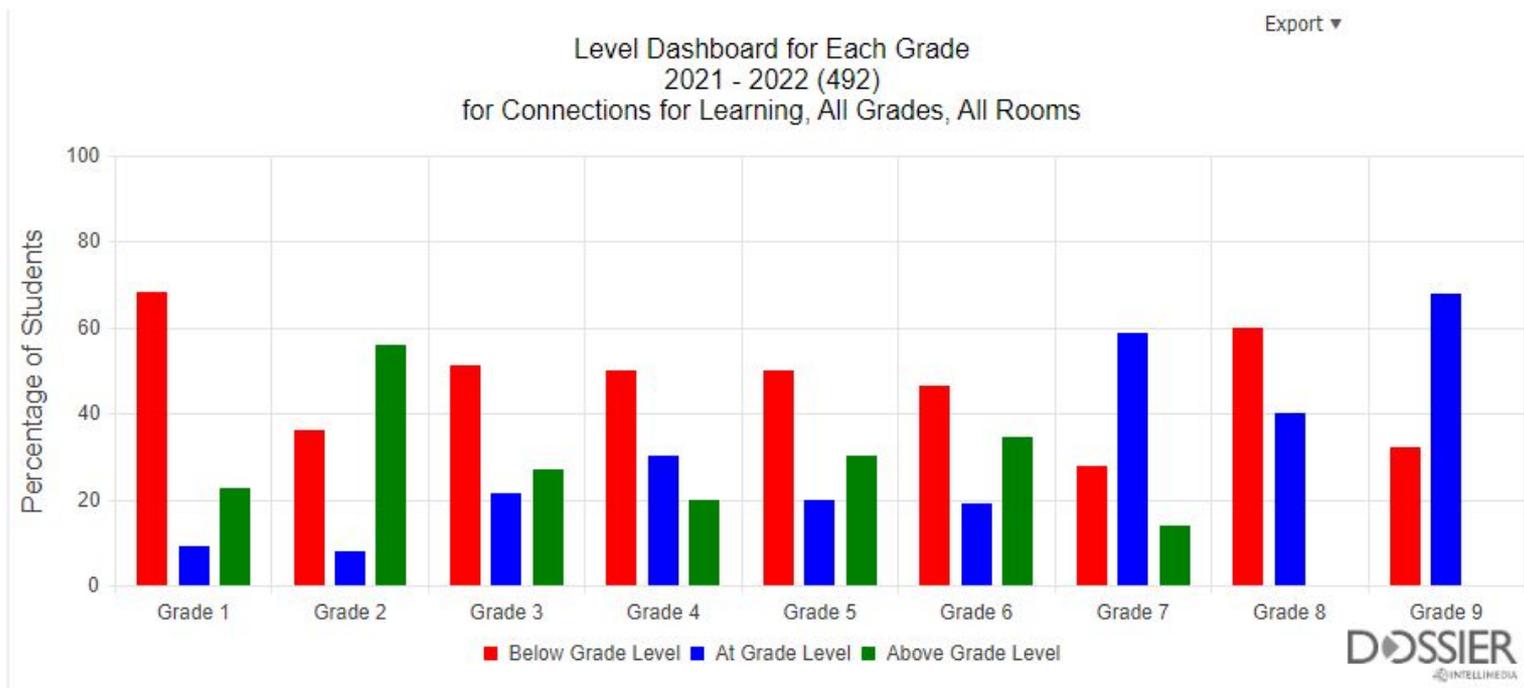
Baseline Report Summary 2021-2022

- 1.42% of students saw no growth
- 91.5% of students saw 0-5 levels of growth
- 7% of students saw 6-10 levels of growth
- 0.2% of students saw 11-15 levels of growth



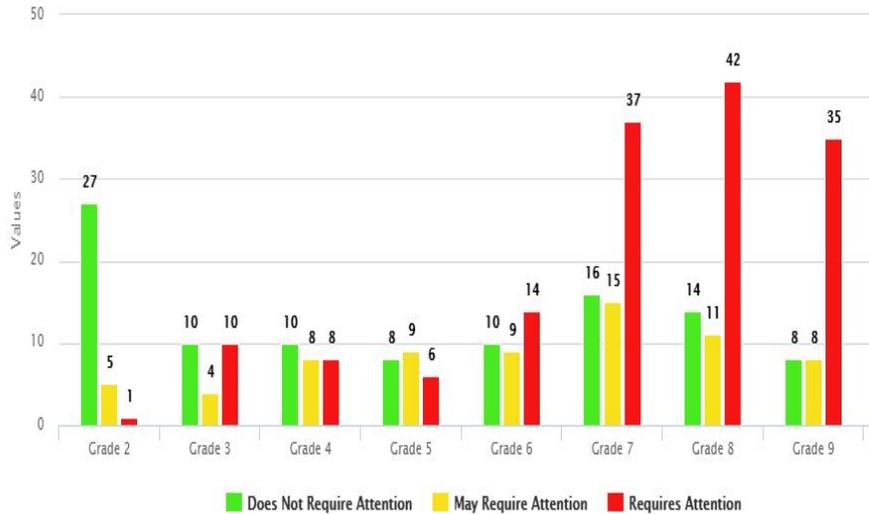
Reading Levels of Growth

Baseline Report Summary 2021-2022



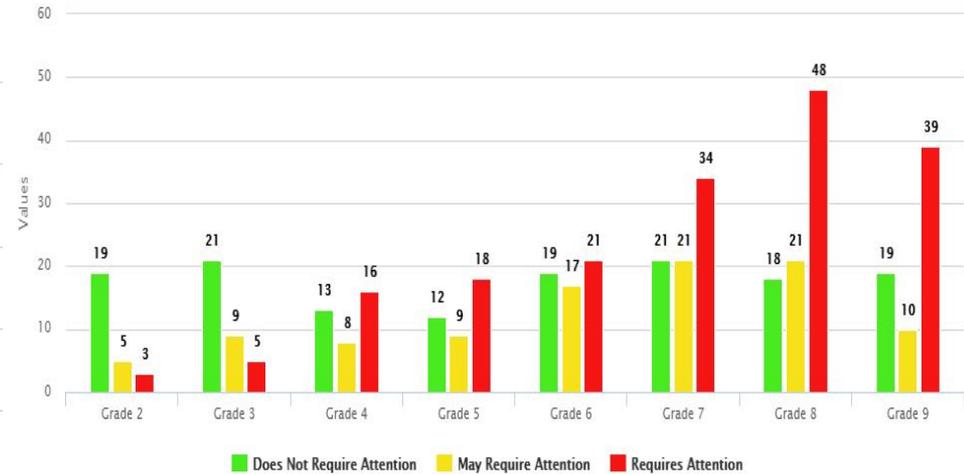
Comparison of Baseline Data 2020-2021: Mipi *New Charts*

Expectation per Grade Breakdown Results for 326 students



2020-2021 CFL MiPi Data

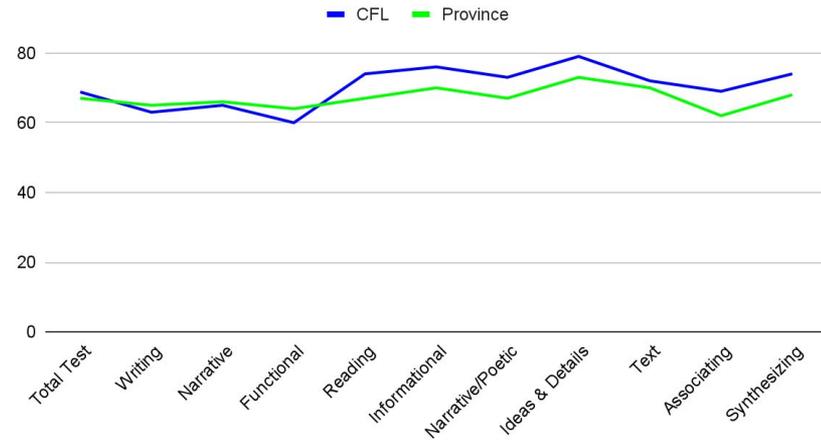
Expectation per Grade Breakdown Results for 426 students



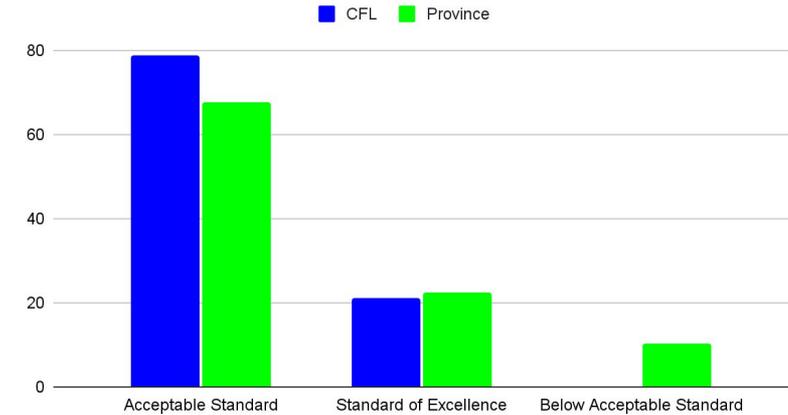
2021-2022 CFL MiPi Data

PAT Literacy Grade 6

Grade 6 ELA



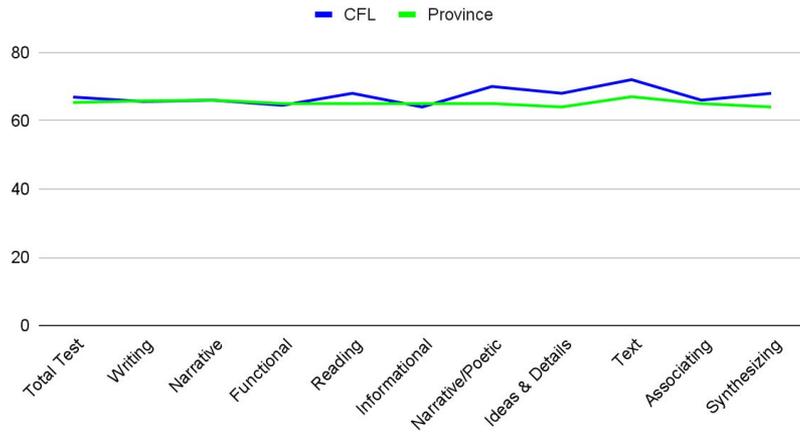
CFL and Province Levels of Excellence Grade 6 ELA



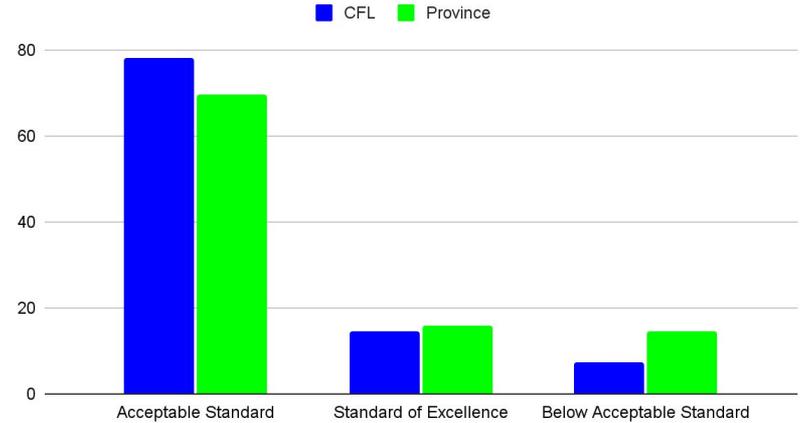
- 48% of CFLs population wrote compared to 85% of the provincial grade 6 population
- Males underperform females by 7.1% on total test score
- Areas of weakness compared to provincial standard: Writing, Narrative, Functional
- No grade 6s that wrote scored below the acceptable standard

PAT Literacy Grade 9

Grade 9 ELA PAT Results



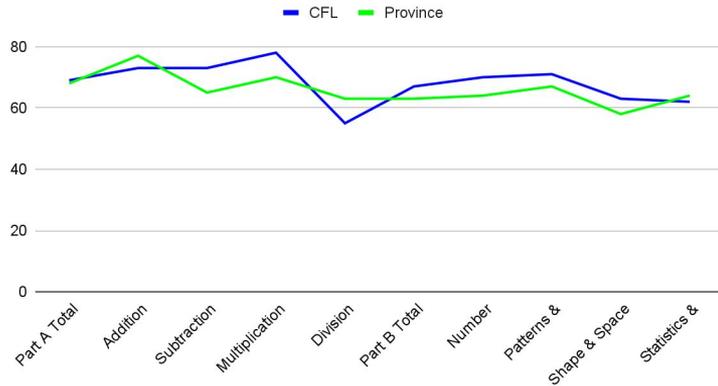
CFL and Province Levels of Excellence Grade 9 ELA



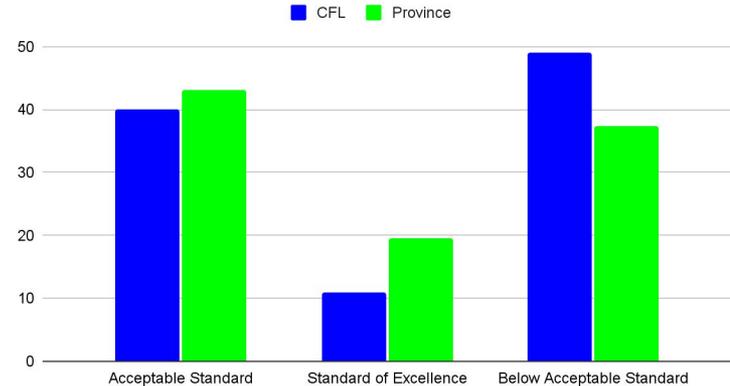
- 54% of CFLs grade 9s wrote compared to 82% of the provincial grade 9 population
- Males only fall 3% below females for total test score
- Few to no areas of weakness compared to provincial standard

PAT Numeracy Grade 6

Grade 6 Math PAT Results



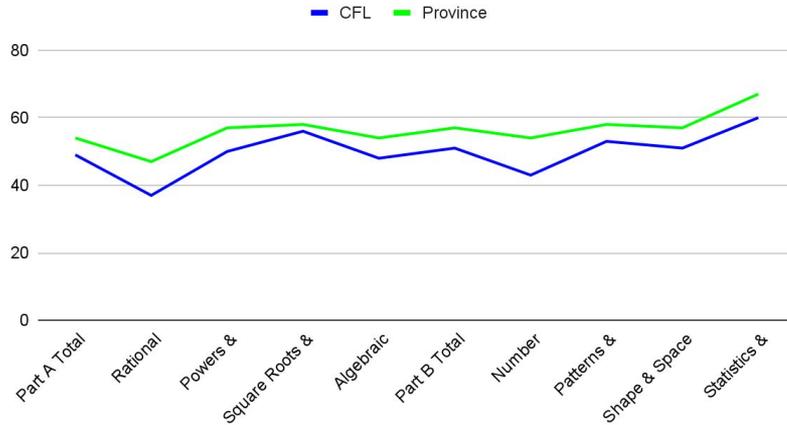
CFL and Province Levels of Excellence Grade 9 Math



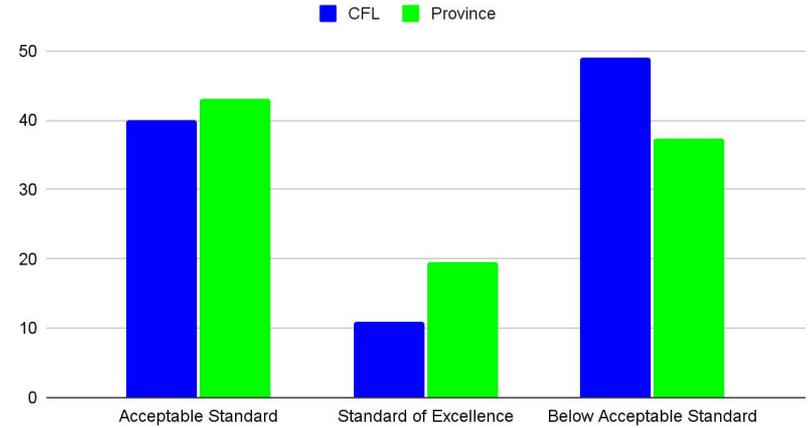
- 49% of CFL students wrote compared to 85% of grade 6 students across the province
- Males performed 7.8% lower than females on the total test score
- Areas of weakness: Division, Addition and Statistics & Probability compared to the province

PAT Numeracy Grade 9

Grade 9 Math PAT Results



CFL and Province Levels of Excellence Grade 9 Math



- 54% of CFL grade 9s wrote compared to 82% of the provinces grade 9s
- Females performed 3.9% lower than males on their total test score
- CFL underperformed compared to the province in all areas of math

Program Pillars

Parkland Student Athlete Academy

- Specific Goal:

Stony Creek Parent Partnership

- Specific Goal:

Stony Creek Core

- Specific Goal

Building Futures

- Specific Goal:

Spruce Grove Outreach (In Progress)

- Specific Goal: Building accessible curriculum

The Learning Hub

- Specific Goal: Goal setting and SEL skills

Virtual Learning K-12

- Specific Goal: Creating multiple entry points & enhancing student experience

Development Plan Summary 2021-2022

- Literacy and Numeracy Learning Loss was a pull out philosophy in 21/22
- PD and teachers were supported with best in class practices for whole and small group literacy and numeracy interventions
- Program pillars was a focus in Professional Development for all staff specific to their program to develop program identity and best practices

- Click [this link to view](#) the CFL Professional Development Plan for the 2020-2021 school year
- Click [this link to view](#) the CFL Professional Development Plan for the 2021-2022 school year

Literacy & Numeracy Report Summary 2021-2022

- Learning gaps continue to exist due to Covid pandemic
- CFL's F&P and MiPi Data shows that attention to literacy and math continues to be paramount.
- Although the majority of students improved their literacy levels as expected, further intervention is required to further narrow the gap
- Math needs intentional focus

Unexpected Results of Baseline Data 2021-2022

Literacy

- There is a need for literacy intervention in grades 7-9
- Literacy intervention needs to be distributed across all grades
- Grade 1 and 8 have the highest % of students reading below grade level
- 56% of grade 2 students were reading above grade level

Numeracy

- Significant work needs to be done in numeracy at the junior high level
- Why are only 50% of our students participating in PATs? (Home Ed? VL?)
- Plan to add codes by program so PAT results can be broken down by program

Programming

- Program pillars demonstrate that there are commonalities across diverse programs

Lessons Learned of Development Plan 2021-2022

- Providing greater focus and guidance for professional learning around literacy and numeracy as opposed to broader student assessment practices is essential to responding to student needs. Staff need hands on instruction.
- Supporting staff with tangible classroom intervention strategies relating to literacy and numeracy is necessary to support student learning
- Ongoing assessment and running records will be important to measure progress and respond with interventions
- With diverse programs and grade groups staff appreciate Ed Camp opportunities for collaboration and choice between buildings and programs
- Program pillars have assisted with program clarity and consistency for staff
- Student enrollment growth has caused us to rethink distributed leadership and empowering lead teachers to lead within specific programs