

Development Plan Notes 2021-2022

Entwistle School: Development Plan 2021-22

FOCUS: Teachers and Leaders Promote Literacy and Numeracy

Outcome Statement:

Through Collaborative Response, increased teacher professional development, and small group instruction/intervention implementation, Entwistle School literacy and numeracy scores will improve 15-20% by the end of June 2022. Entwistle School will utilize lessons learned and information gathered from the implementation of the Learning Loss Grant to develop and implement small group instruction practices and interventions for the 2022-2023 school year.

Strategies, Objectives and/or Tasks:

Strategy / Objective / Tasks	
Collaborative Response	<ul style="list-style-type: none">- Weekly meetings with teachers and principal to discuss literacy and numeracy pedagogy, formative/summative assessments, strategies and teacher concerns - Formalized meetings every 5-6 weeks to monitor data collection, student progress and determine next steps, supports required, etc. - Focus determined for weekly meetings to keep staff focused on literacy and numeracy goals
Small Group Instruction / Intervention Implementation	<ul style="list-style-type: none">- Learning Loss Grant intervention implementation for grades 1-3 (LLI, Flyleaf, IPA) - Principal support in classrooms to build teacher capacity in small group instruction and intervention (Grades 1-9)
Professional Development	<p><u>October 8/21</u> - Executive Functioning, ADHD, and Self Regulation PD</p> <p><u>November 15/21</u> - Words Their Way PD</p> <p><u>January 31/22</u> - Examining Small Group and Classroom Activities - Are They Effective? (Wiebe - using Shelley Moore's work on Inclusion as basis)</p> <p><u>February 18/22</u> - Benchmark Data Analysis - Midpoint of the Year (Wiebe)</p> <p><u>March 28/22</u> - To Be Determined (needs based)</p> <p><u>May 19/22</u> - To be determined (needs based)</p>

	Teachers have been encouraged to seek literacy or numeracy professional development opportunities outside of school based PD; increased funds set aside to provide professional development for teachers
Other Strategies / Objectives / Tasks	- School purchase of updated literacy and numeracy resources: Flyleaf Decodable books, Words Their Way resources, and other small group literacy resources such as upgraded readers

Roadblocks/Hindrances and Solutions:

Roadblock 1: Time

- There are still uncertainties regarding student/staff illness and COVID infections
- Principal has reassigned teaching responsibilities in order to focus on classroom based instructional leadership, delivering student interventions, and supporting staff with literacy and numeracy practices in the classroom.

Roadblock 2: Resources

- Outdated guided reading materials are slowly being replaced with more current material
- Small school means fewer people are doing more things, which means more creativity is needed to problem solve and think outside the box

Roadblock 3: Organizational Culture

- We have invested a lot of time reviving our sense of school community and everyone has had the opportunity to express themselves, their concerns and their goals. We are all on board when it comes to improving Student Achievement.
- Staff are aware their needs for professional development (literacy instruction, numeracy instruction, knowledge of student needs such as ADHD, Autism Spectrum, etc)
- Relationships within the school community (parents/guardians and school) are slowly being restored to trusting, open relationships.

Roadblock 4: Context

- Many of our needs in Entwistle are directly related to socio-economic status and demographics. There are a lot of families struggling within the current economic situation. We are accessing as many support services as possible (Community Connector; FCSS; divisional supports)
- Covid 19 has presented high rates of absenteeism due to sickness and/or isolation requirements
- Covid 19 has created some gaps in knowledge, particularly at grades 7-9
- Covid 19 has contributed to higher levels of anxiety and disengagement for many of our students and families. Continued progress is being made on rebuilding trust with our families.

- Limited participation in avenues for parental input (ThoughtExchange, Accountability survey). Principal to focus on better communication with parents to encourage better participation and ensure parental involvement is increased.

Measures to Determine Efficacy:

Measure	Purpose
Student Assessments	<ul style="list-style-type: none"> - Fountas and Pinnell Benchmark Data (benchmarks conducted September, end of January/ early February, and May/June) - QPAS / RRST data - Data collected as part of Learning Loss Grant intervention (LLI data; build in assessments with Flyleaf program; phonological awareness assessments) - Numeracy assessments (Jump Math,
Collaborative Response	<ul style="list-style-type: none"> - Anecdotal evidence gathered from conversations and weekly meetings - Formalized data analysis
Parental Input	<ul style="list-style-type: none"> - Parent teacher interview data (to be discussed during Collaborative Response time) - Learning Loss Grant - check ins with parents during cycle of grant intervention implementation to help support parents in supporting their children, open dialogue about student achievement and determine interest levels in parents for learning more about numeracy and literacy - Data gathered from ThoughtExchange and Accountability Pillar results