

SUCCESS: LITERACY AND NUMERACY

Student growth and achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	<ul style="list-style-type: none"> Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances student growth and achievement. Learners have high quality learning experiences in literacy and numeracy. Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning. 	<ul style="list-style-type: none"> Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy.

MEASURES AND TARGETS: **PROVINCIAL & LOCAL**

- Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- Provincial Literacy and Numeracy Assessments:**
 - Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

Common Numeracy Assessment: Grade 4-9 EICS Numeracy Assessment			
Grade	4	5	6
2021-2024	n/a	n/a	n/a
2024-2025	83	64	100
Evaluation	High	Low	Very High

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		4	4	6
2023-2024		0	1	3
2024-2025		2	12	27

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		13	8	6
2023-2024		3	7	4
2024-2025		3	19	11

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2021-22 (FSD)	n/a	n/a	n/a	n/a	66.7	30.0	n/a	n/a	n/a	n/a
2021-22 (Prov)	n/a	n/a	n/a	n/a	67.8	20.1	n/a	n/a	n/a	n/a
2022-23 (FSD)	n/a	n/a	n/a	n/a	55.0	10.0	n/a	n/a	n/a	n/a
2022-23 (Prov)	n/a	n/a	n/a	n/a	66.2	18	n/a	n/a	n/a	n/a
2023-24 (FSD)	n/a	n/a	n/a	n/a	48.5	24.2	n/a	n/a	n/a	n/a
2023-24 (Prov)	n/a	n/a	n/a	n/a	68.5	19.8	n/a	n/a	n/a	n/a
2024-25 (FSD)	100	44	100	52.5	100	52.0	n/a	n/a	n/a	n/a
2024-25 (Prov)	80.3	14.7	61.4	17.5	76.1	22.0	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	Very High	Very High	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	Improved Significantly	Improved Significantly	n/a	n/a	n/a	n/a

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- On the Grade 4-9 EICS Numeracy Assessment, the grade 4s scored High, and the grade 6s scored very high
- The number of students at risk in grade one on the provincial literacy assessment (CC3) is low.
- The number of students at risk in grade one on the provincial numeracy assessment (KTT) is low.
- The Turner Valley School Reading Intervention program (TRIP) is embedded in the learning culture, as well as into the timetable, maximizing EA support.
- Math RTI (MaRTI) at Turner Valley School is also embedded into the culture and the timetable.
- 100% of our grade 6 students who wrote PATs scored in the acceptable range for ELAL, Social Studies, and Math.

Areas for Growth

- Grade 4-9 EICS Numeracy Assessment was low for grade 5s
- The number of students at risk in grades 2 and 3 on the provincial literacy assessment (CC3) is high.
- The number of students at risk in grades 2 and 3 on the provincial numeracy assessment (KTT) is high.

Next Steps

- Continue to embed Marti (Math Response to Intervention) and Trip (Tiger Reading Intervention Program)
- Engage in school-based analysis of local and provincial data to support student learning and improvement.
- Alignment of literacy and numeracy interventions with school-based continuum of supports
- In response to the EICS Numeracy Assessment, Implement Running Records beginning in grade 5 Math to plan targeted interventions.
- Use Data Cards to advance the use and consistent application of assessment measures to inform teacher practice, school-based interventions, and support student growth and achievement.
- Continue to review Data Cards in a six-week cycle to ensure learning gaps are identified and an intervention is put in place Providing professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students, especially for teachers new to Turner Valley School.
- Ensuring systems and structures are in place to support effective literacy and numeracy programming (EA push-in time, coordinated literacy and numeracy time amongst grades)

