



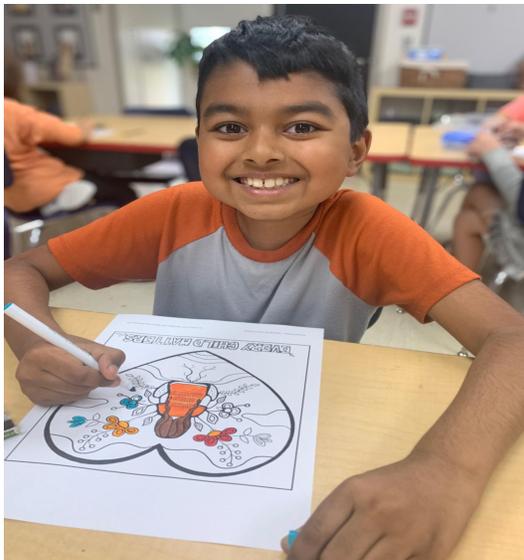
Millgrove Development Plan 2022-2023



Area in Focus - Students Demonstrate Success

Teachers and Leaders Expand Success in Literacy and Numeracy

Teachers and Leaders Build Systems and Structures that Promote Well-Being





Principal's Message

We are excited to continue to create learning opportunities that meet our students' learning needs, interests and aspirations. We have an outstanding staff that are committed and will collaboratively implement and improve upon a shared vision for literacy and numeracy. The starting point for our Development Plan is to ensure that we have a clear understanding of our current reality and to ask the necessary questions to lead us in the right direction. We are analyzing data, establishing a baseline, identifying our areas of growth, acknowledging roadblocks and hindrances that may impact our plan, setting goals and creating a timeline. It is clear that literacy and numeracy will continue to be our focus and that we will access the expertise amongst our staff and throughout our division to create learning opportunities that will increase students literacy and numeracy knowledge.

We have also become keenly aware of the need for connection amongst our students, staff and community members. Our Open House, held on September 22, was incredibly well attended and many families expressed how happy they were to be in the school, talking to staff and sharing stories. This time for families and staff to connect reinforced our commitment to create learning environments that not only focus on our academic progress but also to create structures that promote well-being for our staff and students.

Here's to a year of new beginnings, connections and continued growth.



Our School

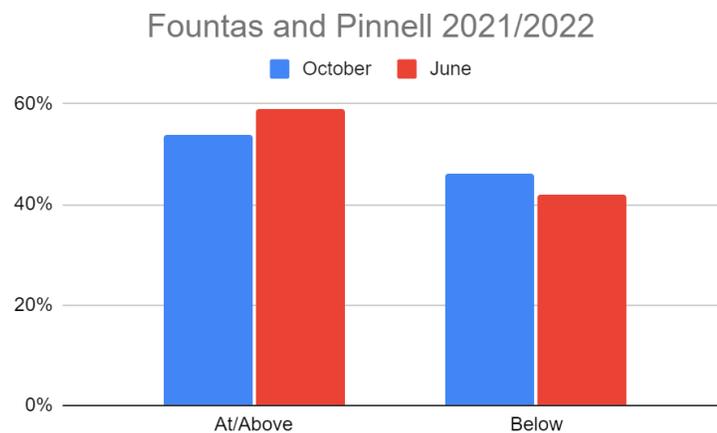
Millgrove School has always maintained - and continues to maintain - a high standard of academic achievement. Our belief as a school staff and community is that “We start from where children are and grow them from there.” We have much to celebrate this last year and many students experienced significant growth in literacy and numeracy skills. The Learning Loss Grant provided the opportunity to create small group instruction that targeted lagging skills. On average students grew seven months in literacy and nine months in numeracy, however there are still a number of students that are below grade level in reading and numeracy. We have determined that we must continue the momentum established last year, using assessments that identify the specific needs of our students, purchase research based resources, engage in quality professional development, and use small group instruction to support our students.



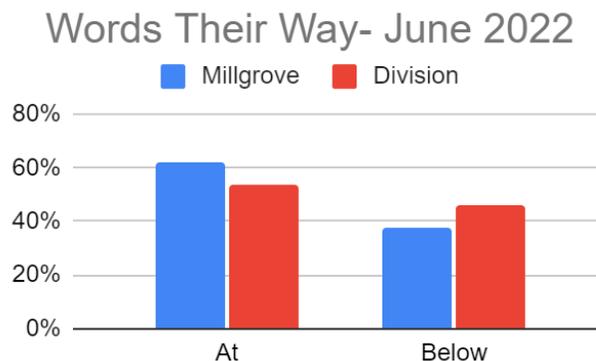


What information can we gain from our data?

With the support of our Literacy and Numeracy Leads Millgrove engaged in school-wide assessments which included the Words Their Way Spelling Inventory, LeNS-Letters and sounds, Castles & Coltheart 3 (CC3), Alberta Education Numeracy assessment and the Brigance for our kindergarten students.



We compared last year's results of our Fountas and Pinnell benchmark reading assessment The Words Their Way screen and MIPI numeracy assessment to identify the lagging skills and areas we must improve upon.





Numeracy (MIPI) results



While targeted learning loss offered us growth upwards of 12 months, we recognize there is still work to do.



What are our key priorities?

Millgrove Priorities

To continue to focus on literacy and numeracy growth and to provide learning opportunities for our students that are evidence-informed, thoughtful and intentional.

To continue to create an environment that is safe and caring, promotes belonging and acceptance and celebrates the uniqueness of each person.





What strategies will we implement to support our key priorities?

Literacy	
<ul style="list-style-type: none"> Literacy leads - Mrs. L. Steigel and Mrs. L. Graham Universal screens administered to identify students needs and areas of growth for students which include: 	
Kindergarten	Brigance and QPAS
Grade 1	Fountas & Pinnell Instructional Reading Level, Words Their Way Spelling Inventory
Grade 2 and 3	LeNS-Letters & Sounds, Fountas & Pinnell Instructional Level benchmark, Castles & Coltheart 3 (CC3), Phonological Awareness Screening test, Words Their Way Spelling Inventory, HLAT writing score
Grade 4	Fountas & Pinnell Instructional Reading Level, LeNS and CC3
<ul style="list-style-type: none"> Resources purchased to allow for consistent instruction across the grade levels Resources include: Heggerty, Secret Stories, Words Their Way, Fountas & Pinnell, Leveled Literacy Intervention, Adrienne Gear Timetable allows for weekly staff collaboration Opportunities for staff to analyze data, use research-based share literacy strategies and create rich learning environments for our students Small group literacy groups with a focus on word work, phonological awareness, guided reading and writing School wide writing plan Opportunities for our lead literacy leads to work in the classrooms with staff and students Professional development that targets effective literacy strategies 	



Numeracy

- Numeracy Lead - Mrs. G. Wright
- Universal screens administered to identify students needs and areas of growth for students which include:
 - Alberta Education Numeracy Assessment and Alberta Alberta Education Screener Assessments
- Resources purchased to allow for consistent instruction across the grade levels
- Resources include: Mathology, Fact Fluency Kits, Math Makes Sense, Contexts for Learning
- Timetable allows for weekly staff collaboration
- Analysis of data to identify student needs and targets lagging skills
- Small group numeracy groups which focus on skills such as: subitizing, counting collections, choral counting, operation sense, a variety of problem types, number line work.



Wellness

- School Counsellor - Mrs. S. Weisenburger who will guide us in our journey
- Indigenous Education Lead - Ms. C. Davidson who will support, guide and share ideas
- School Health Leads - Mrs. K. Davies and Mrs L. Sebastian will create opportunities for our staff and students to focus on well-being and celebrate successes
- School wide Emotional Regulation program and social skills focusing on positive energy, self-control, polite communication and empathy
- Partnership with our division nutrition initiative promoting healthy eating and creating an accessible and equitable food environment for students
- Rainbows
- Clubs: Running club, Choir, Coding, Archery, Gardening, Art and Sport.
- We have a well established partnership with our school Council and School Foundation and we continue to work together to enhance our school environment. Students enjoy a parent organized hot lunch and milk program.





What do we need to be aware of that could impact our goal?

Possible Roadblocks

- We acknowledge that the pandemic created challenges and interrupted instruction the last two years. Although we do not know the full impact, it is likely that there will be gaps in learning for some students and an impact on social and emotional wellbeing. It is then our responsibility to identify these learning gaps and create environments that target instruction as well as focusing on opportunities for connection and positive social interaction.
- Some of the assessment tools are new and require extra time for staff to learn how to administer, record the data in Learn Alberta and interpret the results. This information, however, will be significant as we plan and develop our literacy and numeracy programs.
- Diversity in our student population is also key and meeting the needs of students with significant learning gaps will require extra time, staffing, thoughtful and intentional programming and professional development for our staff. It is important that we provide this time and opportunity for our staff during P.D. days, and weekly through our collaborative response meetings.
- Staff are working hard to become familiar with the new curriculum and this too will take time and additional professional development. Again, providing staff time to attend professional development and work sessions will be a priority.

How will we plan our year to focus on our key priorities?

The outline below will be fluid and alive. As we move along the continuum of learning we will reevaluate, be open to suggestions, analyze data and constantly strive to improve student achievement.

Professional Development

September - January



- Literacy and Numeracy assessments - focus on how to assess, what to look for and how to enter data.
- Overview of literacy and numeracy resources - best practice and how to implement them in the classroom.
- New curriculum professional development for grades 1-3.
- Data analysis and small groups instructional practices.
- Writing - HLAT and school wide writing plan.
- December reporting - a closer look at progress and continued areas of growth.
- Indigenous Education Lead and Wellness Leads support school wide initiatives.
- Emotions Regulation presentation
- Collaboration time focus throughout the year: assessments, small group instruction in the classroom, writing, emotional regulation

February - June

- Professional development for the remainder of the year will be determined after careful reflection of where we are at and where we need to go. .

How will we know we have achieved our goal?

Indicators of Success

- Benchmark Assessments - increase in students reading at or above grade level
- MIPI scores
- Words Their Way Spelling Inventory scores
- HLAT - Writing Rubric



- Small group targeted instruction
- Collaboration and sharing during collaboration time
- Staff feedback
- Literacy and Numeracy leads working alongside staff
- Students participating in extracurricular activities
- Students accessing the Snack Shack
- Parent survey data
- Parent involvement
- Happy students and happy families

