



Millgrove School Results Report 2021-2022

Principal: Linda Madge-Arkininstall
Assistant Principal: Donna Miners

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact the world.

Area in Focus:	Students Demonstrate Success
Supplementary Area(s) of Interest:	Teachers and Leaders Promote Literacy and Numeracy Teachers and Leaders Collaborate

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 are excited to continue to create learning opportunities that meet our students' learning needs, interests, and aspirations. We have an outstanding staff that is committed and will collaboratively implement and improve upon a shared vision for literacy and numeracy.

Our School Council

Millgrove School Council was carefully led by the school council chair, Anna-Marie Jackson, and her team. The council meetings were held in an online format and there was a relatively consistent quorum of 7 committed parents. In addition to our parents, we had our assistant principal, Donna Miners, our school foundation chair, Allison Chuey, and a Parkland School Division Trustee attend.

Our school community was informed of the meetings through School Messenger each month, and attachments included the meeting agenda, previous meeting minutes, and the principal

report. Generally, the topics of discussion revolved around general questions about our literacy/numeracy program, our hot lunch and milk program, and questions about our fundraising, the Learning Loss Grant, how our school was supporting students, and our school-wide emotional regulation initiative. The Education Plan was shared, and opportunities for parents to ask questions and share concerns were also welcomed. At each meeting, we had a report from our Trustee and Foundation chair. Overall, we had very supportive parents that were interested in hearing what was happening in the school and everyone appreciated the updates from our Trustee.

School Council Meeting Dates

September 8, 2021 - online

November 3, 2021 - online

January 12, 2022 - online

March 2, 2022 - online

April 20, 2022 - online

June 8, 2022 - online

Administration and our School Council Chair attended the online COSC meetings.

COSC Meeting Dates:

November 2, 2021

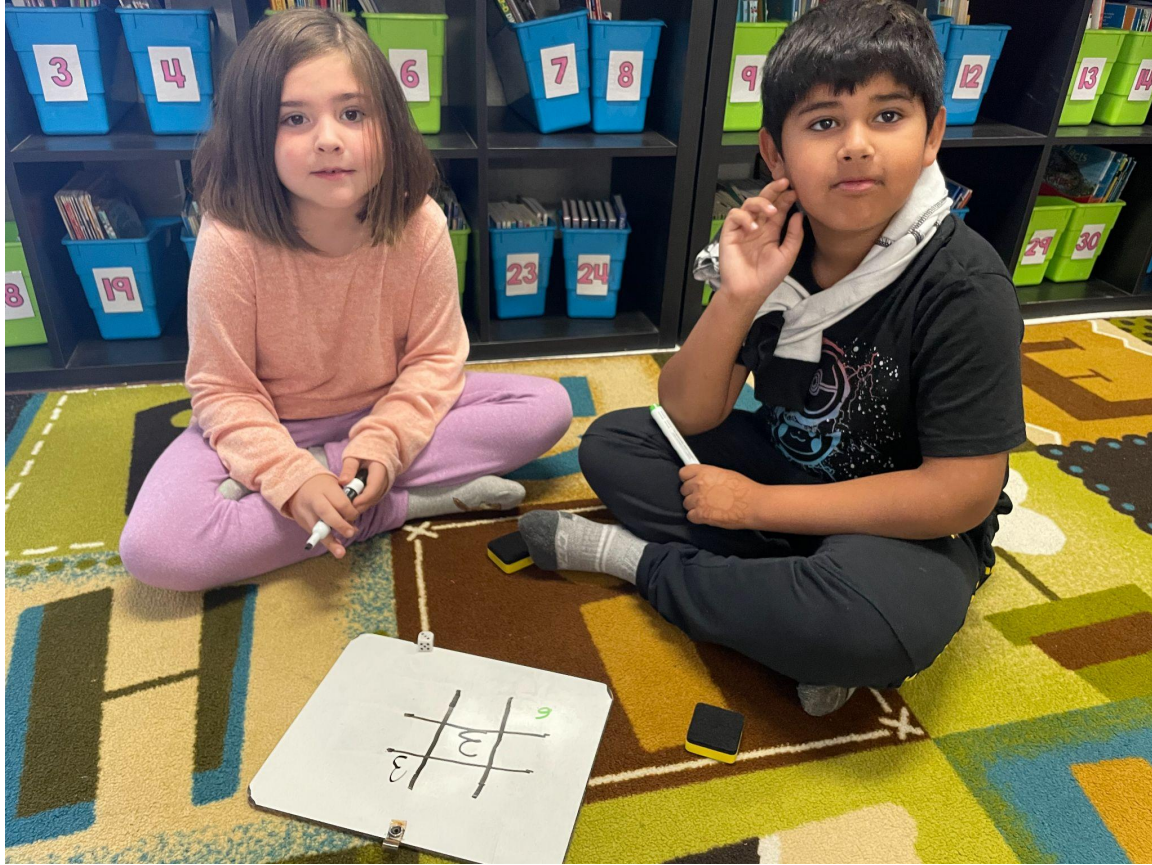
December 7, 2021

February 1, 2022

March 29, 2022

May 10, 2022

It was a pleasure to work with such a fine group of people that care deeply about the wellness and education of their children.



The purpose of the Results Report is to give an overview of why Millgrove School’s primary area of focus is Students Demonstrate Success. It is our intention to summarize our 2021-2022 baseline and development plan and highlight the changes observed from the 2021 baseline to the 2022 baseline. Analyzing the data, acknowledging the changes in our literacy and numeracy results, summarizing our areas of growth, and identifying areas we need to continue to focus on, assisted in creating our 2022-2023 Education Plan and envisioning our desired state (where we want to be).

Our first step was to establish our 2021-2022 baseline.

Part 1: ESTABLISHING OUR BASELINE

We looked closely at our Vision, Mission, Values, and Beliefs and asked the question “Do Millgrove’s current actions support progress toward the Vision, do our actions align with the Division’s Mission, and do our processes support the Division’s Values?”

Our Baseline Study Participants for 2021-2022 included:

Principal	L. Madge-Arkininstall
Assistant Principal	D. Miners
School Counselor	S. Weisenberger
Literacy Leads	L. Steigel, L. Graham
Numeracy Lead	G. Wright
Collaborative Response Team Members	L. Madge-Arkininstall, D. Miners, S. Weisenburger, L. Steigel, M. Cherry, L. Coutts-Mills
Stakeholders	Parents and Guardians, Students
Peer Members	K. Stride-Goudie and R. McIntyre
School Council Chair	A. Jackson
CFE	S. Bridgeman, K. Mann, C. Alook
Associate Superintendent	S. Johnston
Millgrove Staff	

We analyzed the Assurance measures by reviewing the perspectives of our staff, students, and parents. We examined which Teacher Quality Standard strand our staff built into their Professional Growth Plan. Our intention was to use this information to guide our professional development so that we support our teachers as they program for their students. As well, we captured the perspectives of our staff and parents through narrative research. This less formal, qualitative information was helpful in identifying the needs of our staff, where they identify gaps and the areas that will impact student success.

Similarly, during conversations with our school council, we were able to listen and capture their perspectives in the areas of student engagement, support, and education quality. Lastly, we analyzed the Fountas & Pinnell grade-level reading results, Words Their Way Spelling Inventories, QPAS, PAST, and MIPI numeracy benchmarks.

In each section, the 2021-2022 results are highlighted to demonstrate the primary area of growth. We were able to compare and analyze our areas of growth and areas of continued concern and needs, which would guide us as we built our 2022-2023 development plan.

Analysis of Alberta Education Assurance Measure Results - Overall Summary Spring (2022)

The Alberta Education Assurance Measure is completed by students in grade 4, their parents/guardians, and staff.

Assurance Domain	Measure	Millgrove School		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	89.4	82.7	n/a
	Citizenship	88.4	81.3	85.7
Teaching and Leading	Education Quality	96.3	93.0	95.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	93.9	90.6	*n/a
	Access to Supports and Services	83.5	77.5	*n/a
Governance	Parental Involvement	88.1	75.4	82.1

Further analysis of the data indicated an **increase in education quality from 93 to 96.3%** which, although small, prompted us to look specifically at the questions involving literacy and numeracy and we identified the following:

Student Learning Engagement Detail	Top 2 % (Strongly Agree/Agree)	
	2022	2021
The literacy skills your child is learning at school are useful	100	87
The numeracy skills your child is learning at school are useful	100	73
Your child is learning what they need to know	86	87

CHANGES OBSERVED FROM ONE BASELINE TO THE NEXT

- An opportunity for students to develop strong foundations for learning (literacy and numeracy skills) in the early years is essential. We attribute the significant increase in our assurance measure results in part due to the Learning Loss Initiative which enabled us to hire additional staff to support literacy and numeracy gaps. Not only did students benefit from this targeted intervention but teaching staff had the opportunity to work closely with the literacy and numeracy leads and continue to grow their practice.











Analysis of The Thought Exchange (2021-2022)

The Thought Exchange is an opportunity for parents to rank priorities and/or concerns they have about Millgrove School and/or Parkland School Division.

CHANGES OBSERVED FROM ONE BASELINE TO THE NEXT

- Our 2020-2021 thought exchange number of participants was very low and we were cautious in our interpretation however overall, there were many positive comments about the flexibility of staff during COVID, the effort of school staff, trust and professionalism.
- Our 2021-2022 results showed an increase in participation and a significant acknowledgment of the **positive environment staff are creating, a friendly atmosphere, care for students, open communication, and commitment to inclusive education.**

Thought Exchange Excerpt:

Friendly atmosphere, amazing teachers!	4.6  (30 👤) Ranked #1 of 104	
I really appreciate that my child's teacher seem to really care about her and her learn. Means a lot to me as a parent to have a teacher that cares about my daughters learning and she getting everything she need to be successful in learn.	4.6  (22 👤) Ranked #2 of 104	
The administration is always open and willing to discuss any concerns parents have. School/parent cooperation	4.5  (33 👤) Ranked #3 of 104	
The staff directing traffic in the parking lot do a wonderful job. They are a vital asset keeping our children safe in that parking lot.	4.5  (32 👤) Ranked #4 of 104	
The relationships the staff have with the kids The school "family" is important; knowing they can go to any of their teachers or support staff for help or a hello and a smile is so awesome	4.5  (31 👤) Ranked #5 of 104	

Possible Roadblocks Impacting Our Results

- We acknowledge that the Covid pandemic created challenges and interrupted instruction over the last two years. Although we do not know the full impact, there will likely be gaps in learning for some students and an impact on social and emotional well-being. It is then our responsibility to identify these learning gaps and create environments that target instruction as well as focus 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

Benchmark Reading Assessments

Fountas and Pinnell is a reading assessment that identifies the reading level of individual students.

Fountas and Pinnell Results (September 2021)

	Below Grade Level	At Grade Level	Above Grade Level
Grade 1 (June)	31/106 29.25%	35/106 33.02%	40/106 37.74%
Grade 2	44/97 45.36%	23/97 23.71%	30/97 30.93%
Grade 3	50/94 53.19%	28/94 29.97%	16/94 17.02%
Grade 4	39/91 42.86%	35/91 38.46%	17/91 18.68%
Overall	145/375 38.67%	125/375 33.33%	125/375 28.00%

Fountas and Pinnell Results (September 2022)

	Below Grade Level	At Grade Level	Above Grade Level
Grade 1 (June)	47/101 46.53%	28/101 27.72%	26/101 25.74%
Grade 2	42/97 43.30%	28/97 28.87%	27/97 27.84%
Grade 3	35/92 38.04%	30/92 32.61%	27/92 29.35%
Grade 4	34/90 37.78%	28/90 31.11%	28/90 31.11%
Overall	158/380 41.58%	114/380 28.42%	108/380 28.42%

CHANGES OBSERVED FROM ONE BASELINE TO THE NEXT

→ Each grade level showed an **increase in “At Grade Level” results in one year**. For example, consider our grade 3 students from last year, this year’s grade 4s, as highlighted in the tables above. 53% of those grade 3 students last year were reading below grade level. Entering grade 4 this year, only 38% of these same students were below grade level. We also saw growth in the **students reading above grade level from 17% to 31%**. We attributed this growth in part to the targeted literacy intervention. We acknowledge that there is still a large percentage of students that are reading below grade level but are encouraged by the impact of our interventions. This significant delay reinforced the decision to continue targeted instruction both within the classroom and in small group settings.

- Our division has created opportunities for our staff to access **common assessments** throughout the grades and engage in professional development that builds competency in analyzing data and programming appropriately. We also purchased **research-based new resources** that were recommended by our division. Introducing these components further drilled down into the gaps in student learning.

Words Their Way Spelling Inventory Score Sheet Results (September 2021)

Words Their Way is a spelling inventory that identifies which stage students are at in terms of letter name-alphabetic to within word pattern stages.

Words Their Way (September 2021)

	Below Grade Level		At/Above Grade Level	
Grade 1	14	14.3%	84	85.7%
Grade 2	39	39%	61	61%
Grade 3	48	52.2%	44	47.8%
Grade 4	41	47.7%	45	52.3%
Overall	142	37.8%	234	62.2%

Words Their Way (September 2022)

	Below Grade Level		At/Above Grade Level	
Grade 1	14	16.5%	71	83.5%
Grade 2	19	16.8%	94	83.2%
Grade 3	44	45.4%	53	54.6%
Grade 4	42	42.4%	57	57.6%
Overall	119	30.2%	275	69.8%

CHANGES OBSERVED FROM ONE BASELINE TO THE NEXT

- The overall result showed positive **growth from 62% to 70% At/Above grade level.**
- Part of the growth is attributed to staff accessing the available data from all of the assessments which allowed them to identify very specific gaps, moving students along the literacy continuum. Staff had access to recommended, research-based resources.

QPAST and PAST Results (September 2021)

These screening tools identify students in need of targeted phonological instruction and can be found in the QPAST and PAST scoring sheets. At a glance, we determined that:

Students Requiring Targeted Phonological Instruction

	QPAST	PAST
Grade 1	31 students	
Grade 2	14 students	37 students
Grade 3	1 student	42 students
Grade 4		28 students

Collecting this assessment data was new to Millgrove staff. Teachers were impressed with the detailed information that **targeted student gaps in learning**. They were able to narrow down the areas to target such as rhyming, syllables, segmentation, and phonemes.

Learning Loss Initiative (2021-2022)

The Government of Alberta provided funding to support grades 1 to 3 students who fell behind during the pandemic. Millgrove School used this funding to design literacy and numeracy program interventions provided beyond classroom programming.

Literacy	Average Months behind (June)	Average Months Growth
Grade 1	-7.66	7.74
Grade 2	-9.23	5.55
Grade 3	-7.92	9.46

Numeracy	Average Months Behind (June)	Average Months Growth
Grade 1	-6.31	8.42
Grade 2	-4.22	11.87
Grade 3	-12.4	9.7

- Students who were identified with significant gaps in their learning were provided with daily interventions with a numeracy and/or literacy lead.

Numeracy MIPI Results (September 2021)

Math Intervention Programming Intervention evaluates the student's understanding of concepts taught at the previous grade level.

	Requires Attention	May Require Attention	Does Not Require Attention
Grade 1	14/95 14.7%	9/95 9.4%	
Grade 2	21/93 22.6%	25/93 26.9%	47/93 50.5%
Grade 3	35/93 37.6%	26/93 28.0%	32/93 34.4%
Grade 4	44/91 48.4%	16/91 17.6%	31/91 34.1%

CHANGES OBSERVED FROM ONE BASELINE TO THE NEXT

- Our **grade 2 and grade 3 results showed fewer students requiring attention from one year to the next however grade 4 results showed a slight increase.** Much like our literacy results, our goal was to create learning opportunities in order that all of our students received the support they need to have competency in all areas of the numeracy program.
- Also noted was the gap that increased each year as more students require support in numeracy skills.
- This discrepancy reinforced the need for Millgrove to focus on targeted intervention, small group instruction in the classroom, and the use of consistent resources across the grades.

Narrative Research

Findings: Conversations with our Leveled Literacy Intervention Teacher and Literacy lead teachers:

- Indicated a need to engage in consistent assessments throughout the grades
- Indicated a need to purchase word study kits that were research-based and would allow for consistent programming
- Indicated a need for continued small group intervention and consistent professional development.

Findings: Observations during admin team meetings and conversations with staff:

- Concerns over how to differentiate, what program to use, and how to create consistency within the grade-level teams
- Indicated a need for a continued time to collaborate with grade-level partners, time to connect with literacy and numeracy leads and time for intentional professional development

Findings: Conversations with stakeholders - School Council, Parents/Guardians

- Questions around what reading levels mean, what programs we are using and how parents can support at home
- Questions around how we support struggling students and the types of strategies we use
- Indicated a need to clearly communicate with parents/guardians the programming that occurs daily in the classroom and what supports look like at home

Final Thoughts and Action Plan

The starting point for our Development Plan was to ensure we had a clear understanding of our current reality. We needed to look back at our 2021-2022 baseline results to observe the changes from one baseline to the next.

Our baseline study clearly reinforced our decision to select “**Students Demonstrate Success**” as our primary area of focus. 43% of our grade 2 students, 38% of our grade 3 students, and 37% of our grade 4 students are reading below grade level. 31 grade 1 students, 51 grade 2 students, 43 grade 3 students, and 28 grade 4 students are lacking the appropriate skills in phonological awareness. As indicated in our MIPI results, 22% of our grade 2 students, 37% of our grade 3 students, and 48% of our grade 4 students require attention in numeracy. These results will be considered for the implementation of the development plan for 2022-2023.

A very important first step was to assess students using consistent assessment tools recommended by our division. These assessments included QPAS, PAST, Words Their Way Spelling Inventories, MIPI, and Numeracy interviews. Next, we would need to use this data to guide our practice and influence our decision-making. It was clear that we needed to have access to staff that would support our literacy and numeracy growth and hired a .5 literacy lead teacher, a .5 literacy intervention lead teacher, and a .5 numeracy lead teacher. These staff, carefully chosen, will not only provide small group support for students but will also work elbow to elbow with staff, supporting their journey and growth. We also were intentional in our

purchases and bought the following resources: Words Their Way, Fitzpatrick, Fountas and Pinnell Word Study, Haggerty, Mathology, and counting collections manipulatives.

Our Professional Development days have been carefully planned and will align with the Division Principals' in-services provided for our lead teachers. As they take part in professional development opportunities they will share this information with our staff at our staff meetings. As well, staff will be provided with clear goals during their collaboration time and an opportunity to record meeting discussions and reflection on the next steps. We are excited to continue to create learning opportunities that meet our students' learning needs, interests, and aspirations. We have an outstanding staff that will collaboratively implement and improve upon a shared vision for literacy and numeracy programming.

New Goals (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**