



MILLGROVE DEVELOPMENT PLAN 2023-2024

PRINCIPAL:
ASSISTANT PRINCIPAL:



Domains in Education	Student Growth and Achievement
Outcome	Students Demonstrate Success

Domains in Education	Teaching and Leading
Outcome	PSD Staff Expand Success in Literacy and Numeracy PSD Staff Build Systems and Structures that Promote Success and Well-Being

Principal's Message

2022-2023 was a year of tremendous growth, new learning, and exploration and we are excited to continue to create learning opportunities that meet our students' learning needs, interests, and aspirations. Our committed staff will continue to 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. As staff become more familiar with the various assessments to be administered they will continue to analyze data, to guide instruction. We will establish a baseline, identify our areas of growth, acknowledge roadblocks and hindrances that may impact our plan, set goals, and create 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. There has been such growth in every area and it is important

that we have a clear direction and continue to align our practice with research-based instruction and recommended resources.

We have also become keenly aware of the need for connection amongst our students, staff, and community members and will prioritize opportunities for building community and supporting the well-being of our staff and students. Events such as the open house, in-person parent-teacher interviews, assemblies, a school-wide social/emotional initiative, a comprehensive school health plan, school council, and school foundation collaboration, concerts, and celebrations will continue to be an integral part of Millgrove.

Here's to a year of continued growth, increased confidence, and success.

Respectfully,

L. Madge-Arkininstall



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

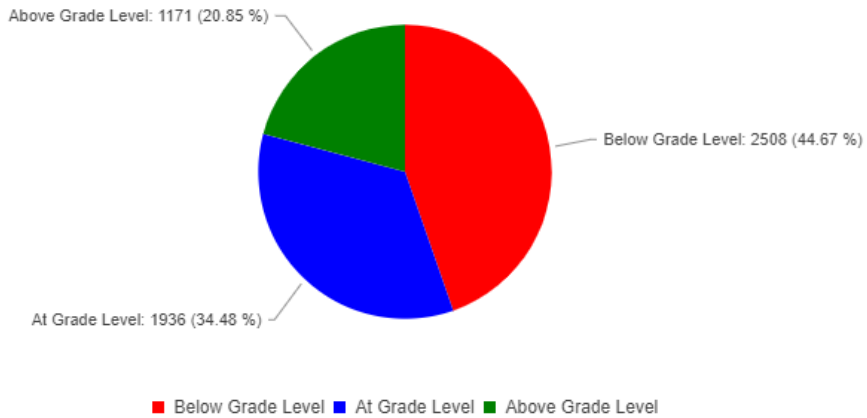
provided the opportunity to create small group instruction that targeted lagging skills. While we have had significant growth we acknowledge that there are students that are below grade level in reading and numeracy. We have determined that we must continue the momentum established last year, using assessments that identify the specific needs of our students, engage in quality professional development, and implement small group instruction to support our students.



What information can we gain from our data?

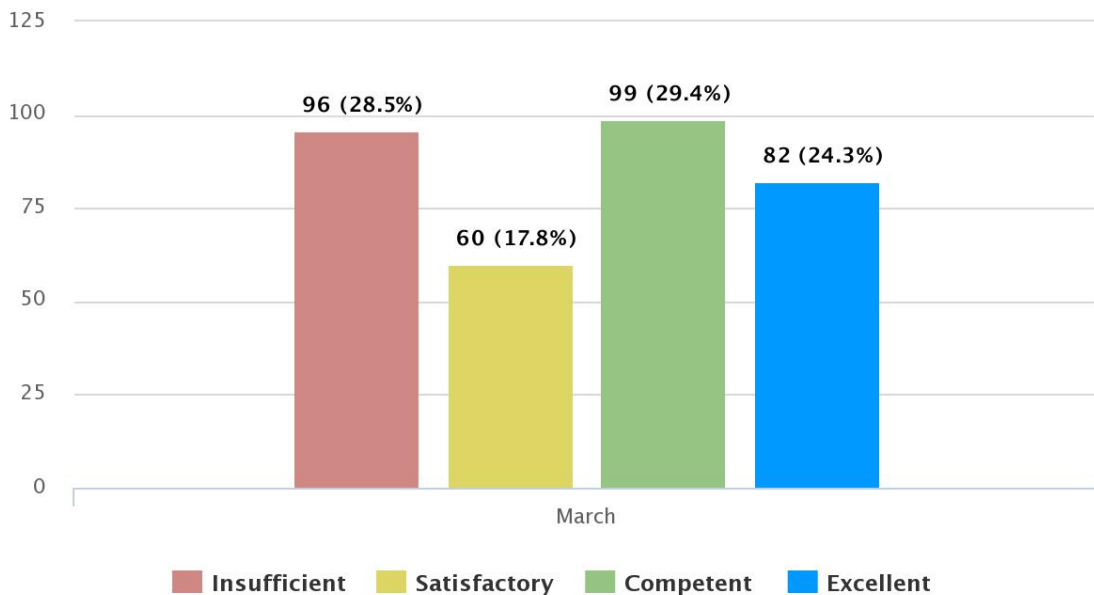
With the support of our Literacy and Numeracy lead teachers, Millgrove engaged in school-wide assessments which included the Words Their Way Spelling Inventory, LeNS-Letters and sounds, Castles & Coltheart 3 (CC3), Alberta Education Numeracy assessment, and the Brigance for our kindergarten students. At the time this report was written the only data available was the June 2022 and March 2023 F&P results. There was value in comparing these results as it confirmed the decision to continue the trajectory of a focus on literacy.

Student Level Breakdown
2021 - 2022 (5615)
for All Schools, All Grades, All Rooms, June Results



Fountas & Pinnell (English) Results – March

School Year: 2022–2023, School: Millgrove School



The two charts reflect growth from June 2022 to March 2023 in students reading above grade level. It also reflects that students maintained competent reading levels, which indicates that

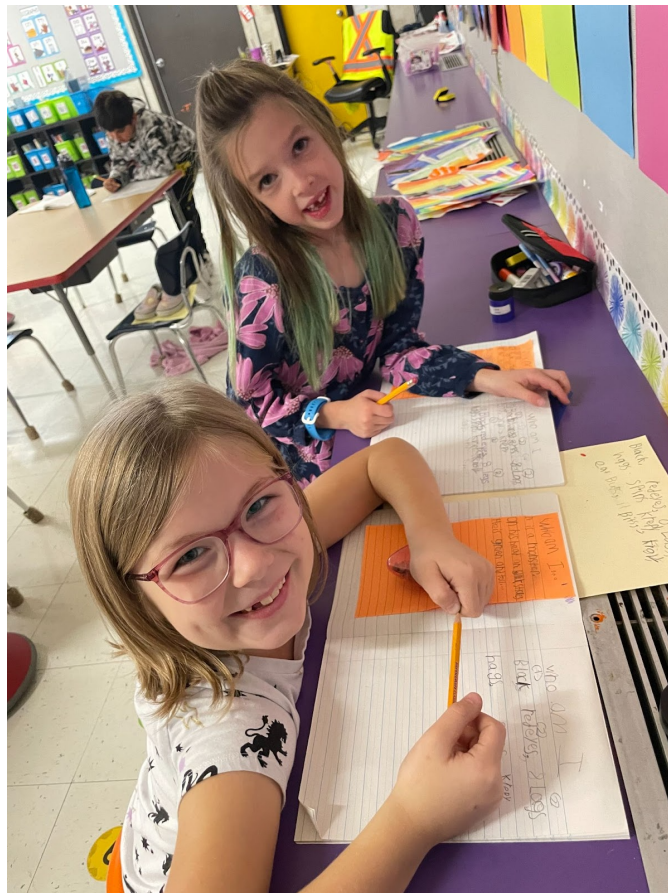
the focus on literacy must continue. In addition, the satisfactory and insufficient results denote that small group targeted intervention must be a priority. At this time, staff are completing the learning loss targeted intervention. Digging deeper into the data verified that most of the satisfactory readers were the same students receiving intensive targeted intervention and once the June results are available, there may be an increase in competent reading levels. It is important that the analysis of this data in September continue to guide instruction.

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

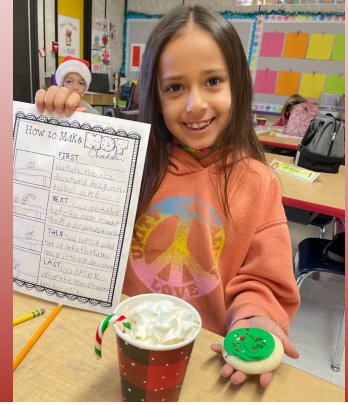
- Literacy lead teachers
- Universal screens are administered to identify students' needs and areas of growth for students which include:

Kindergarten	Brigance and QPAS
Grade 1	Fountas & Pinnell Instructional Reading Level, Words Their Way Spelling Inventory LeNS- Letters & Sounds, Fountas & Pinnell, CC3-Castles & Coltheart 3, HLAT
Grades 2 and 3	LeNS, Fountas & Pinnell Instructional Level benchmark, CC3, Phonological Awareness Screening, Words Their Way Spelling Inventory, HLAT
Grade 4	Fountas & Pinnell Instructional Reading Level, LeNS, CC3, HLAT

- Resources were purchased to allow for consistent instruction across the grade levels.
- Resources include Heggerty, Secret Stories, Words Their Way, Fountas & Pinnell Guided Reading levels A-P, Leveled Literacy Intervention (Orange, Red, Blue, Green, Gold kits), Adrienne Gear Writing Structures and Adrienne Gear Anchor Books, Phonics Companion, Bridge the Gap, Syllasense, Kilpatrick, Scholastic Decodables, Fly Leaf Decodables Emergent, and Reading Series 1 and the Intensive Phonological Awareness kit.
- The timetable allows for weekly staff collaboration.
- Opportunities for staff to analyze data, use research-based resources, share literacy strategies, and create rich learning environments for our students.
- Small group literacy groups with a focus on word work, phonological awareness, targeted instruction, guided reading, and writing.
- School-wide writing plan that aligns with the upcoming Parkland Division writing continuum.
- An HLAT writing assessment will be administered 3 times to measure individual student achievement in writing to inform instruction. A consistent writing assessment to begin to

develop common writing practices and consistent language. Staff collaboration using inter-related reliability to ensure consistency in teaching and assessment.

- Opportunities for our lead literacy teachers to work in the classrooms with staff and students.
- Professional development that targets effective literacy strategies, particularly targeted intervention.



Numeracy

- Numeracy lead teacher.
- Universal screens are administered to identify students' needs and areas of growth for students which include: the Alberta Education Numeracy Screen, and Early Numeracy Benchmark assessment.
- Resources were purchased to allow for consistent instruction across the grade levels.
- Resources include Mathology, Fact Fluency Kits, Contexts for Learning, counting collections, Number Talks, Mind the Gap, and Building Thinking Classrooms.
- The timetable allows for weekly staff collaboration.
- Analysis of data to identify student needs and target lagging skills.
- Small group numeracy groups focus on skills such as subitizing, counting collections, choral counting, operation sense, a variety of problem types, and number line work.

Wellness

- School Counsellor - will guide us in our journey.
- Indigenous Education lead teacher - will support, guide, and share ideas.

- School Health lead staff - will create opportunities for our staff and students to focus on well-being, celebrate successes, and develop a Comprehensive School Health Plan.
- School-wide Emotional Regulation program and social skills focusing on positive choices, 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 Grief and Loss Support.
- Clubs: Running club, Choir, Coding, Archery, Gardening, Art.
- We have a well-established partnership with our School Council and School Foundation and we will 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

- Many of the assessments are new to staff and the expected completion time frame is tight.
- Extra time is required for staff to learn how to administer, record the data in Learn Alberta and interpret the results. This information, however, is key as we continue to plan and develop our literacy and numeracy programs.
- The literacy and numeracy lead teachers are of great value and funds must be available to support these positions.
- 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 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.

- An area that requires continued focus is consistently using the resources and implementing them in their classrooms.

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.

Areas of Continued Focus

Collaboration Time

- Intentional focus, data-based, action/responsibility/timeline, goals, and strategies.
- Literacy and numeracy lead teachers regularly attend professional development.
- Writing - HLAT and school-wide writing plan.
- New curriculum exploration for grades 1-4.

Professional Development

- Supported/delivered by our literacy and numeracy leads.
- Overview of literacy and numeracy resources - best practices and how to implement them in the classroom.
- Continued focus on standardized scope and sequence.
- Targeted small group instruction.
- Attending division-wide writing workshops.

Small Groups

- Building teacher capacity to implement new resources and access leads for support, identifying at-risk students, and applying targeted intervention.

Wellness

- Comprehensive School Health supported by lead teachers, embedded into daily activity for staff and students, accessing grants and volunteers, food security, and school clubs (gardening, art, coding, archery, choir).
- Indigenous Education Leads and Wellness Leads support school-wide initiatives.
- Counselor-supported school-wide emotional regulation focus, individual counseling, and classroom lessons.

- Weekly meeting with the school counselor and admin team.

What indicators demonstrate that our goals have been achieved?

Indicators of Success

- Benchmark Assessments (LeNS, QPAS, Fountas and Pinnell, Numeracy assessment, CC3, Words Their Way, HLAT)- increase in students' literacy and numeracy skills.
- 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.

