



Millgrove School
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Millgrove School: Annual Education Results Report November 2023



Learning Today Brightens Tomorrow

“Learning Today Brightens Tomorrow” is the tagline for Millgrove School, and speaks to our focus on the importance of foundational learning in the Early Years (K-4) setting to inspire and brighten our tomorrows and the children’s future.

Millgrove School continues to maintain a high standard of academic achievement. Our belief as a school staff and parent community is that “We start from where children are and grow them from there.” This speaks to the importance of meeting our young learners where their current skills and abilities are at and developing skills necessary for future success at their highest academic level. Not only do we focus on academic success, but we also support the whole child, including social-emotional development. Our staff want the best for our students and rely on data-driven, research-based practices to foster academic excellence.

Using student data to reflect on the successes and challenges of the 2022-2023 school year will allow staff to continue to refine practice and strategies to support student learning. With new assessments put forward by Alberta Education in Fall 2022 in the areas of literacy and numeracy, teachers use this data to understand students’ current levels of skills and understanding to inform and enhance programming and supports.

At Millgrove School, we align our work with that of Parkland School Division’s Education Plan, strong programming, and support for student learning and growth. We are committed to the vision, mission, values and beliefs of Parkland School Division as we strive for success in reaching our vision.

Our Ultimate Goal:
Student Success and Well-Being

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

Our Mission:
We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Our Values and Beliefs:
Our Ultimate Goal is Student Success and Well-Being; we therefore value:

- *Learning opportunities that are:*
 - *Purposeful;*
 - *Essential;*
 - *Relevant;*
 - *Authentic, and*
 - *Responsive;*
- *Excellence in achievement;*
- *Trustworthy, respectful relationships; and*
- *Resilience with self-awareness.*

Our areas of focus for the 2022-23 school year at Millgrove School, as drawn from Parkland School Division’s Education Plan were:

- Assurance Element 1: Students Demonstrate Success***
- Assurance Element 4: PSD Staff Expand Success in Literacy and Numeracy***
- Assurance Element 3: PSD Staff Build Systems and Structures that Promote Well-Being***

Specifically, key priorities within these focus areas were:

<i>To continue to focus on literacy and numeracy growth and to provide learning opportunities for our students that are evidence-informed, thoughtful, and intentional.</i>	<i>To continue to create an environment that is safe and caring, promotes belonging and acceptance and celebrates the uniqueness of each person.</i>
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This report will serve as a reflection on successes and areas for continued growth specific to literacy and numeracy through data gleaned from student achievement while also taking into account contextual factors. Data represented in this Results Report include school-based assessments in reading, writing, and numeracy. Data is also represented from the provincial screen for Numeracy, which was introduced in Fall 2022. Results from the Alberta Education Assurance Measures Report will also be explored and discussed further in the report.

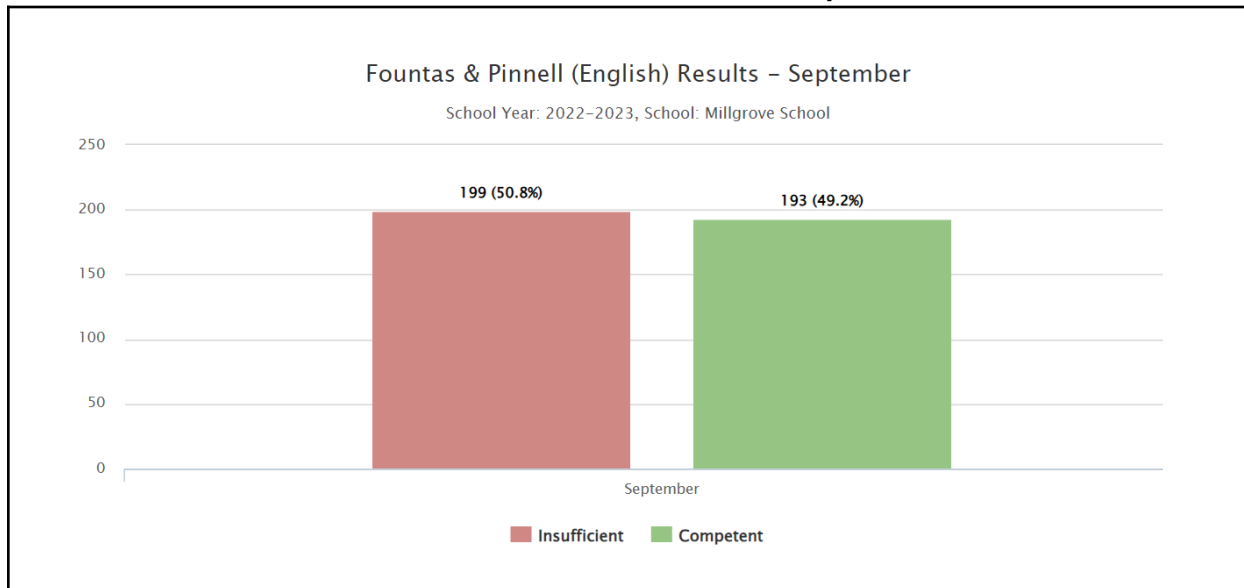
Current Context - Student Profile

- 512 students, Kindergarten through Grade 4
- 12% of our students have a code through Alberta Education, requiring extra supports and services in order to be successful
- 4% of our student population is a First Nations, Metis, Inuit (FNMI) learner
- 2% of our student population is an English as an Additional Language (EAL) learner
- 5% of our student population accesses our school counsellor on a regular basis

Literacy (Reading) - Grades 1-4

Literacy growth in reading is measured using a variety of evidence-based data measures. One of these formal tools for measuring growth is the Fountas & Pinnell Benchmark Reading Assessment, which reflects a student's level of skill with reading accuracy, fluency, and comprehension. The graphs and tables below communicate school results from Grades 1-4 followed by reflection statements about the results.

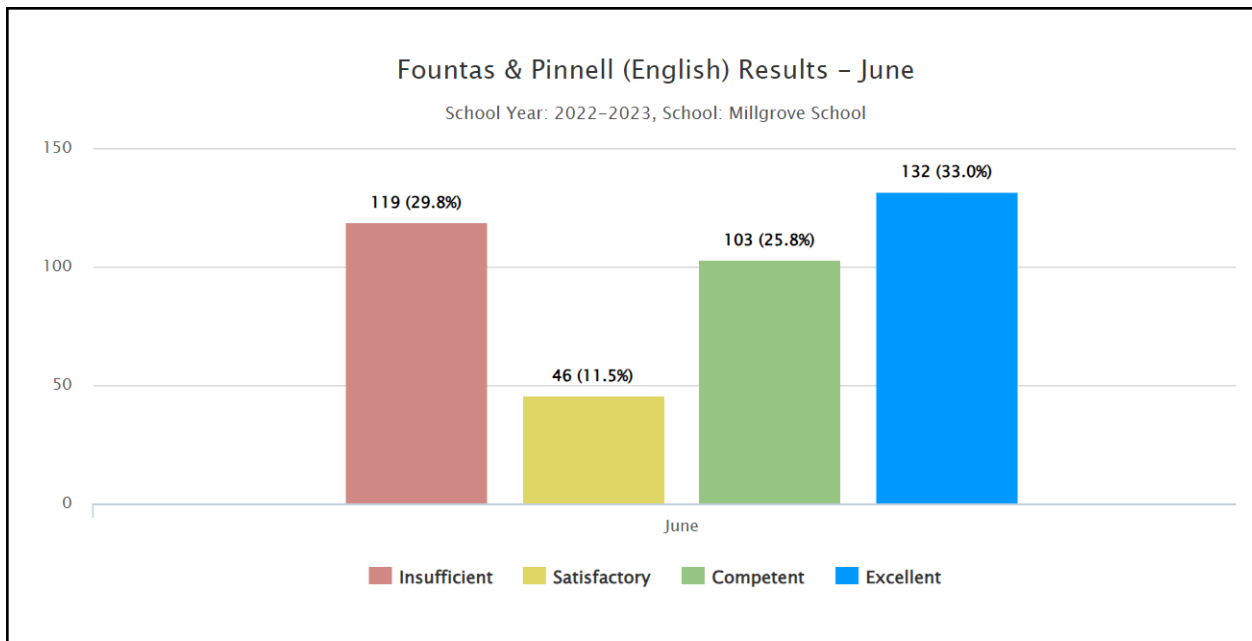
Fountas and Pinnell Results Grades 1-4 September 2022



Fountas and Pinnell Results by Grade - September 2022

	Insufficient (Below Grade Level)		Competent (At Grade Level)	
Grade 1	55/86	64.0%	31/86	36.0%
Grade 2	69/110	62.7%	41/110	37.3%
Grade 3	41/99	41.4%	58/99	58.6%
Grade 4	34/97	35.1%	63/97	64.9%

Fountas and Pinnell Results Grades 1-4 June 2023



Fountas and Pinnell Results by Grade June 2023

	Insufficient (Below Grade Level)	Satisfactory (At Grade Level)	Competent (At Grade Level)	Excellence (Above Grade Level)	Total of at or above grade level
Grade 1	25/86 29.1%	22/86 25.6%	18/86 20.9%	21/86 24.4%	61/86 70.9%
Grade 2	35/114 30.7%	10/114 8.8%	34/114 29.8%	35/114 30.7%	79/114 69.3%
Grade 3	28/103 27.2%	4/103 3.9%	20/103 19.4%	51/103 49.5%	75/103 72.8%
Grade 4	31/97 32.0%	10/97 10.3%	31/97 32.0%	25/97 25.8%	66/97 68%

Reading Achievement September 2022-June 2023

Reading Grades 1-4	
Reading Levels Grade 1-4 September 2022:	Reading Levels Grades 1-4 June 2023:
<ul style="list-style-type: none"> 49.2% of students reading at or above grade level 50.8% of students reading below grade level 	<ul style="list-style-type: none"> 70.3% of students reading at or above grade level 29.8% of students reading below grade level
<i>Increase of 21.1% at or above grade level</i>	

Millgrove School Reading Results as Compared to PSD

School Reading Results Grades 1-4	School September 2022:	Divisional September 2022:	School June 2023:	Divisional June 2023:
	50.5% Reading below grade level 49.5% Reading at or above grade level	42.5% Reading below grade level 57.5% Reading at or above grade level	30.2% Reading below grade level 69.8% Reading at or above grade level	31.7% Reading below grade level 68.3% Reading at or above grade level

Reflections

The 2022-2023 school year saw significant growth in student achievement in reading across all grade levels. Across grades 1-4, students demonstrated an increase of 21.1% achieving at or above grade level with correlating marked gains in each individual grade level as indicated in the above tables. This growth is significant and the staff are very proud.

There are many strategies in place that have worked to support these gains, including in-class and out-of-class interventions, small group targeted instruction, literacy lead teachers, and classroom instruction that incorporates all components of a structured comprehensive literacy program.

While notable improvements have been made and our strategies are proving to be successful, there continues to be a need for interventions as we still have students reading below grade level. These in and out-of-classroom interventions include continued support with emergent, as well as conventional literacy skills, as we move up the grade levels. More specifically, explicit phonics instruction following a common scope and sequence, continued work on developing phonological awareness, comprehension, and fluency skills remain focus areas as part of our strong universal programming. One of the most impactful strategies that addresses and targets individual needs and gaps in our students' learning continues to be small group instruction.

Teachers have engaged in a wide variety of professional development opportunities to support new curriculum, as well as evidence-informed instruction with respect to phonics instruction that follows a scope and sequence of developmental learning, combined with the intentional and balanced use of decodable and levelled texts in small group instruction.

Literacy (Word Study) - Grades 1-4

An important component of a structured, comprehensive literacy program is that of Word Study. Student understanding in this area supports accurate decoding and word reading, which is also closely connected with accuracy and transference in writing. The data gleaned through this Spelling Inventory appears to have demonstrated a decline, however, results will be discussed below.

Words Their Way Spelling Inventory September 2022 - June 2023

Results:	School September 2022(1-4)	Divisional September 2022: (1-9)	School June 2023:	Divisional June 2023:
	29.4% scored below grade level in the spelling inventory. 70.6% scored at grade level on the spelling inventory.	45.3% scored below grade level in the spelling inventory. 54.7% scored at grade level on the spelling inventory.	33.4% scored below grade level in the spelling inventory. 66.6% scored at grade level on the spelling inventory.	44.5% scored below grade level in the spelling inventory. 55.5% scored at grade level on the spelling inventory.

Literacy - Word Work

Words Their Way Grades 1-4 September 2022:	Words Their Way Grades 1-4 June 2023:
<ul style="list-style-type: none"> ● 70.6% of students at or above grade level ● 29.4% of students below grade level 	<ul style="list-style-type: none"> ● 66.6% of students reading at or above grade level ● 33.4% of students reading below grade level
<i>Decrease of 4% at or above grade level</i>	

Reflections

The Words Their Way Spelling Inventory represents slightly skewed results, potentially misrepresenting actual achievement levels in September 2022, thereby impacting the final results in June 2023. Results from September 2022 are perhaps slightly inflated with the large number of students at our school in Grades 1 and 2. The reason for this is that the ranges for “at or above grade level” are very large at the early stages of development (Grades 1 and 2) as normed by the Spelling Inventory. As the year progresses and students build their knowledge with spelling patterns, the data levels out with those who progress at a rate to which we expect and those who may potentially not move along through the stages along the timeline. Additionally, it was noted by the Grade 1 teachers that collection of “post” data in May 2023 impacted the data, as those last weeks of the school year are important to continued growth and development. When re-evaluating for final report cards, several students who were just below grade level in May had progressed to grade level by the end of June.

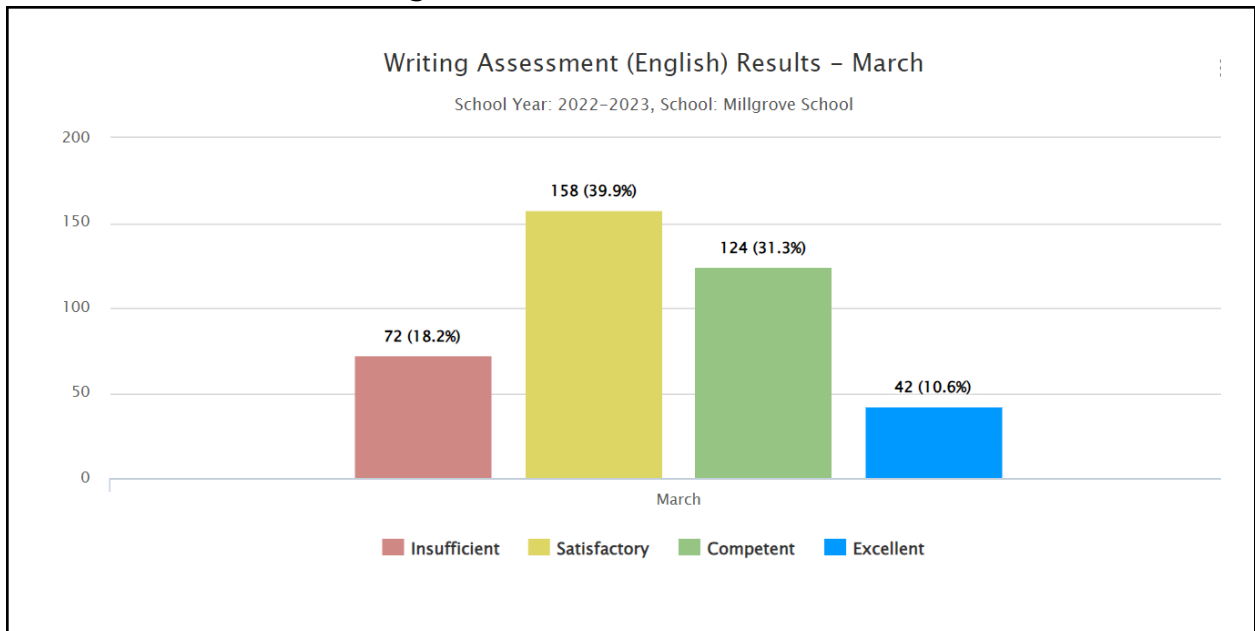
Looking ahead to the 2023-2024 school year, the use of initial assessments in the fall will be more specialized with the use of the Letter-Name Sound Assessment (LeNS) for Grades 1 and

2 and the Words Their Way Spelling Inventory for Grades 3 and 4 across the division. The intentional use of the LeNS in this way will better inform programming at the early stages of reading development.

Literacy (Writing) - Grades 1-4

Literacy growth in writing is measured using a variety of evidence-based data measures. One of these formal tools for measuring writing growth is an assessment which reflects a student's level of skill with written composition. Student performance with these writing samples not only assesses students' current writing skills, but also helps to inform teacher instruction for both whole-group, as well as small-group instruction, to further develop targeted areas. The graphs and tables below communicate school results from Grades 1-4 followed by reflection statements about the results from the school-wide assessment period in March 2023.

Writing Achievement Grades 1-4 March 2023



Millgrove School Reading Results as Compared to PSD

Writing Results:	School March 2023:	Divisional March 2023:
	18% writing below grade level	21.4% writing below grade level
	39.9% writing at a satisfactory level	39.3% writing at a satisfactory level
	31.3% writing at the competent level	29.6% writing at the competent level
	10.6% writing at the excellent level	9.7% writing at the excellent level

Reflections

Data was not formally collected in the Fall administration of the writing assessment. As such, results are represented above for the March 2023 administration of the Highest Level of Achievement (HLAT) writing assessment. This data represents results across Grades 1-4 at Millgrove School as compared to that across the division. Of particular note is that students are performing well, exceeding the division in all areas, including those students achieving at or above grade level, as well as fewer students achieving below grade level.

During the 2022-2023 school year, staff engaged in work with common rubrics aligning with the new English Language Arts and Literacy curriculum. Teachers worked closely to administer the assessment using the outlined protocol, ensuring common administration, thereby increasing reliability and validity of results. Teaching staff were trained in the inter-rater reliability process to support common assessment. This process is supporting teacher capacity and common understanding with grade level expectations of students' writing samples.

Numeracy - Grades 1-4

During the 2022-2023 school year, the Government of Alberta implemented the Alberta Education Numeracy Screener for students Grades 1-4.

Students are identified as "At Risk" or "Not At Risk" according to the assessment's norms. Students identified as "At Risk" demonstrated numeracy skills at a level of concern requiring additional interventions. Two administrations of the assessment took place, as a "pre" (fall 2022) and "post" (spring 2023) measure. The graphs and tables below indicate the growth demonstrated by students in their numeracy skills, specifically those who were identified in the "At Risk" category.

Numeracy - Graduated Out of "At-Risk" Category and Average Scores					
Grade	Number of Students	Average Original Score	New Average Score	Average Growth (MG)	Average Growth (PSD)
Grade One	3	26.6%	58.1%	31.5%	27.1%
Grade Two	14	24.5%	48.9%	24.4%	27.1%
Grade Three	8	30.7%	61.1%	30.4%	28%
Grade Four	7	29.2%	54.8%	25.6%	23.9%

Baseline data from the first administration of the Alberta Education Numeracy Screener indicate that a number of students from Grades 1-4 demonstrated significant growth between the two administrations of the assessment. In each grade level, students are nearly

meeting or exceeding the average growth across the division. This indicates that the interventions and strategies in place for programming are proving to be highly effective.

As with literacy, numeracy instruction is multi-layered with whole-group instruction and also small-group, highly differentiated instruction to support student learning with gaps in understanding. With strong programming and interventions both inside and outside of the classroom, students continue to build skills and increase their conceptual understanding of numeracy concepts.

Alberta Education Assurance Measures Results - Overall Summary

The Alberta Education Assurance Measures indicate continued success across many areas. As noted in the data below, progress with respect to goals as outlined in the Development Plan, as well as other areas are discussed.

Assurance Domain	Measure	Millgrove School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.1	89.4	89.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	84.0	88.4	86.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.0	96.3	96.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	93.9	93.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	86.2	83.5	83.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.0	88.1	83.6	79.1	78.8	80.3	High	Maintained	Good

Alberta Education Assurance Measures Results - Learning Supports

One of the priority areas for Millgrove School in 2022-2023 was “*To continue to create an environment that is safe and caring, promotes belonging and acceptance and celebrates the uniqueness of each person.*” The provincial measure of the Alberta Education Assurance Measure Results reports the percentage of Grade 4 teachers, parents, and students who agree that their learning environments are safe, welcoming, and foster belonging.

Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) - Overall

The percentage of parents, students, and teachers who agree that their learning environments are welcoming, caring, respectful, and safe.

	Millgrove School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	115	90.6	128	93.9	140	89.0	n/a	Declined	n/a
Parent	n/a	n/a	n/a	n/a	15	96.6	21	95.2	21	90.5	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	80	78.9	87	88.6	94	81.2	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	20	96.4	20	97.8	25	95.3	n/a	Maintained	n/a

Overall, this area indicates a decline with a notable decline in parent and student response. It is an area we continue to work on through multiple layers of strategies that support feelings of belonging and a respectful, safe school environment such as continuing to build connections among students, cross-graded buddy classes, and whole-school events that bring our community together.

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation		2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	115	90.6	128	93.9	140	89.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	2,988	84.1	4,146	81.2	3,528	78.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	15	96.6	21	95.2	21	90.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	336	81.1	372	80.7	325	76.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	80	78.9	87	88.6	94	81.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	2,153	75.8	3,264	71.5	2,657	70.5	n/a	n/a	n/a	n/a	169,900	79.8	187,250	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	20	96.4	20	97.8	25	95.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	499	95.6	510	91.3	546	89.6	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

While we are still achieving well above the divisional and provincial averages for all response groups, it continues to be an area of intentional work at our school.

Alberta Education Assurance Measures Results - Teaching & Leading

Education Quality

The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	Millgrove School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	121	94.6	129	95.9	115	93.0	128	96.3	140	95.0	Very High	Maintained	Excellent
Parent	20	88.3	8	97.8	15	85.6	21	92.0	21	90.5	Very High	Maintained	Excellent
Student	78	96.8	98	91.3	80	94.3	87	97.7	94	94.7	Very High	Maintained	Excellent
Teacher	23	98.5	23	98.5	20	99.2	20	99.2	25	100.0	Very High	Maintained	Excellent

We are proud of the programming and supports that we provide at Millgrove School. The data represents the strong satisfaction by parents, students, and teachers alike.

Alberta Education Assurance Measures Results - Student Growth and Achievement

Student Learning Engagement

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

	Millgrove School										Measure Evaluation	
	2019		2020		2021		2022		2023		Achievement	Improvement
	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	115	82.7	128	89.4	140	85.1	n/a	Declined
Parent	n/a	n/a	n/a	n/a	15	82.2	21	95.2	21	92.1	n/a	Maintained
Student	n/a	n/a	n/a	n/a	80	67.5	87	74.7	94	63.1	n/a	Declined
Teacher	n/a	n/a	n/a	n/a	20	98.3	20	98.3	25	100.0	n/a	Maintained

One area of concern as identified in the Assurance Measures Report is that of student engagement. Overall this area demonstrated a decline as part of the reporting, and experienced a decline from both the parent and student groups reporting. We will continue to explore this area and work as a staff to determine strategies to improve student engagement in their learning.

Strategies for Continued Growth in 2023-2024

Literacy

- Comprehensive literacy program in all grades
- Use of University of Florida Literacy Institute (UFLI) and Phonics Companion as an approved and recommended resource for effective scope and sequencing with phonics instruction, as well as phonological awareness
- Words Their Way Word Study program
- Grade 1 and 2 word work skills measured by LeNS, while Grades 3 & 4 measured by Words Their Way Spelling Inventory to better inform programming
- Small group, differentiated, targeted reading instruction
- Focus on balancing decodable texts, as well as levelled readers as part of small group instruction
- Literacy Leads (1.0 FTE) support both in and out-of-classroom intervention, as well as capacity building with teaching staff for continued programming development and support. These positions were supported through school-based resources, along with Learning Loss funding provided by the provincial government.
- New curriculum professional development for Grade 4 teachers
- Use of Parkland School Division’s Scope and Sequence for writing development. Writing structures are explored as per the “shallow dives” and “deep dives” according to the grade levels in the Scope and Sequence.

- Many teachers engaged in professional development with Adrienne Gear and are using “Powerful Writing Structures” to support their writing instruction and connecting lessons to mentor texts
- Weekly Collaboration Time with grade-level teams embedded into schedule
- Collaborative Team Meetings scheduled with administration to discuss numeracy programming on a rotational basis with numeracy
- Literacy Lead presentation as part of every site-based PD Day

Numeracy

- Focused work on the structure of numeracy instruction to include small-group instruction
- Spiralling curriculum to ensure concepts are reviewed consistently and concepts are connected
- New curriculum professional development for Grade 4 teachers, including Math Up resource
- Numeracy Lead (0.5 FTE) supports both in and out-of-classroom intervention, as well as capacity building with teaching staff for continued programming development and support. These positions were supported through school-based resources, along with Learning Loss funding provided by the provincial government.
- Continued exploration of Mathology resource for effective use and implementation at Kindergarten-Grade 3
- Many teachers engaged in the “Building Thinking Classrooms” professional development and are implementing several strategies in an intentional manner
- Weekly Collaboration Time with grade-level teams embedded into schedule
- Collaborative Team Meetings scheduled with administration to discuss numeracy programming on a rotational basis with literacy
- Numeracy Lead presentation as part of every site-based PD Day

Community and Belonging

- Inclusive classrooms celebrate belonging and diversity
- Variety of clubs and activities offered for students to explore interests, including Running Club, Coding Club, Art Club, Millstone Archery Club
- Cross-graded buddy groupings
- Recognition and celebration of multicultural celebrations (ex. Diwali)
- School counsellor provides a number of layered supports, including whole-class universal presentations to small groups to individual counselling support sessions
- Monthly mantra outlined by school counsellor, along with calming strategy and/or anecdote shared twice weekly on announcements