

Millgrove School

Development Plan 2024-2025



Overview

Welcome to Millgrove School's Development Plan. This living document is designed to serve as a guide to the 2024-2025 school year as we continue our important work every day of creating learning experiences for our students to help them thrive. As an Early Years school, we believe in the growth and development of the whole child, academically, socially, and emotionally.

Our goal is to "meet students where they are at and move them forward." We believe in striving for excellence and high standard of academic achievement, with a particularly strong emphasis on literacy and numeracy development. Our additional focus on wellness supports the important notion of one's physical and mental well-being on the ability to find academic success.

School Profile

Millgrove School is a strong community with an early years focus on building foundational skills. Even with a population of over 500 students, the school is extremely close-knit and interactions among students and staff demonstrate a high level of respect, positive school culture, collaboration, and genuine affection.



Learning Today Brightens Tomorrow

School Profile

- We have 506 students from Kindergarten to Grade 4.
- There are 25 teachers, 16 educational assistants, two secretaries, one librarian and one counsellor, and two custodians on staff.
- Our supportive and engaged stakeholders contribute to our continued success. Our parents and community are strong members of our school, enhancing our positive school culture and an instrumental part of our success.

Vision:

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

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.

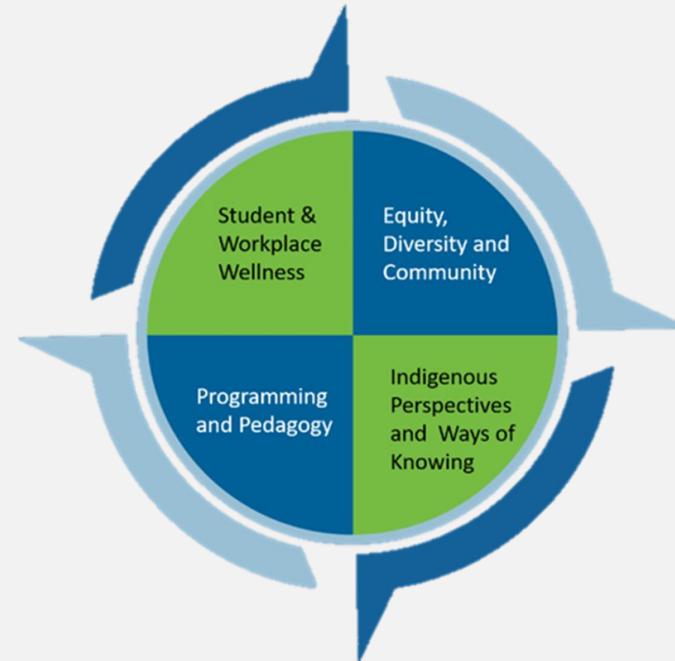
Ultimate Goal: Student Success and Well-being



Alignment to Parkland School Division's Enduring Priorities

PSD's Enduring Priorities guide our planning:

- Equity, Diversity and Community
- Programming and Pedagogy
- Student and Workplace Wellness
- Indigenous Perspectives and Ways of Knowing



Key Areas of Focus

Our priority for the 2024-2025 school year is to reflect the needs of our students by recognizing the need for continued focus on:



Literacy
Development



Numeracy
Development



Student
Well-being

Literacy Development

Expanding success in literacy:

Our goal is to increase the number of students reading and writing at or above grade level by embedding rich, evidence-based learning strategies to further develop comprehension, accuracy, and fluency in reading and writing.

Literacy Development

~

Our Philosophy

Alberta Education defines literacy as “the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.” As such, building literacy skills in our young learners is foundational to all success. Students must learn to read and write effectively in order to engage with the world around them.

Our goal at Millgrove School is to develop student skills in reading and writing through explicit direct instruction, as well as targeted small group instruction. Using research-based and evidence-informed strategies will accelerate student growth to support our goals.

Literacy Development ~ Strategies

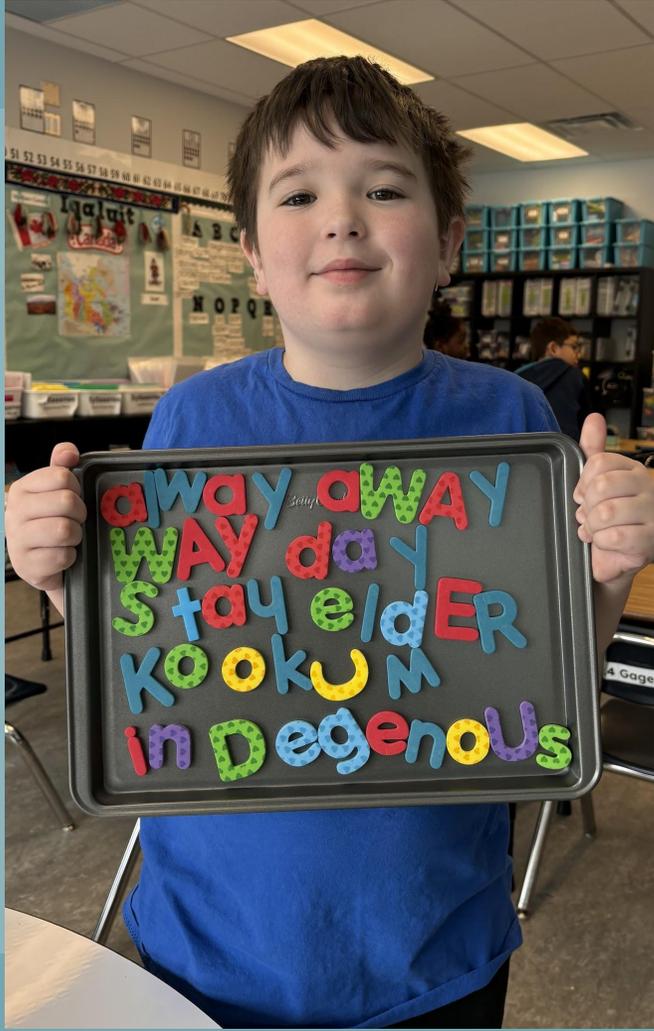
- Assessment screens to identify students' needs and areas of growth to inform programming
- Ensuring classrooms are literacy-rich environments and teachers have access to resources
- Use of resources to support all areas of comprehensive literacy instruction
- Targeted small group instruction with a focus on phonics, word work, phonological awareness, reading, and writing
- School-wide writing plan that aligns with the divisional Scope and Sequence
- Writing assessment administered three times annually to inform writing instruction. Staff collaboration and use of inter-rater reliability process to ensure consistency in assessment and instruction.
- Opportunities for our literacy lead teachers to work in classrooms with staff and students
- Continued implementation of Collaborative Response Model to target pedagogy and instructional practices
- Professional development that targets effective instruction
- Possible literacy session/evening for families
- Exploration of full-time kindergarten program for potential implementation in 2025-2026

Literacy Development

~

Measures of Success

- Reading skills screens at the beginning of the year and end of the year
- Fountas and Pinnell reading benchmark (Grades 1-4)
- Brigance and Phonics (Kindergarten)
- Writing assessments (Kindergarten - Grade 4)
- Words Their Way assessments
- Assurance measures



Numeracy Development

Expanding success in numeracy:

Our goal is to increase confidence and understanding in foundational skills, thereby increasing student success in numeracy.

Numeracy Development

~

Our Philosophy

Alberta Education defines numeracy as “the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.” Having the confidence and skill in understanding number and applying to daily life is essential for our young learners. The foundational skills our young learners build are essential as students grow and make connections to concepts with greater complexity.

Our goal at Millgrove School is to develop student skills in numeracy through explicit direct instruction, as well as targeted small group instruction. Using research-based and evidence-informed strategies will accelerate student growth to support our goals.

Numeracy Development ~ Strategies

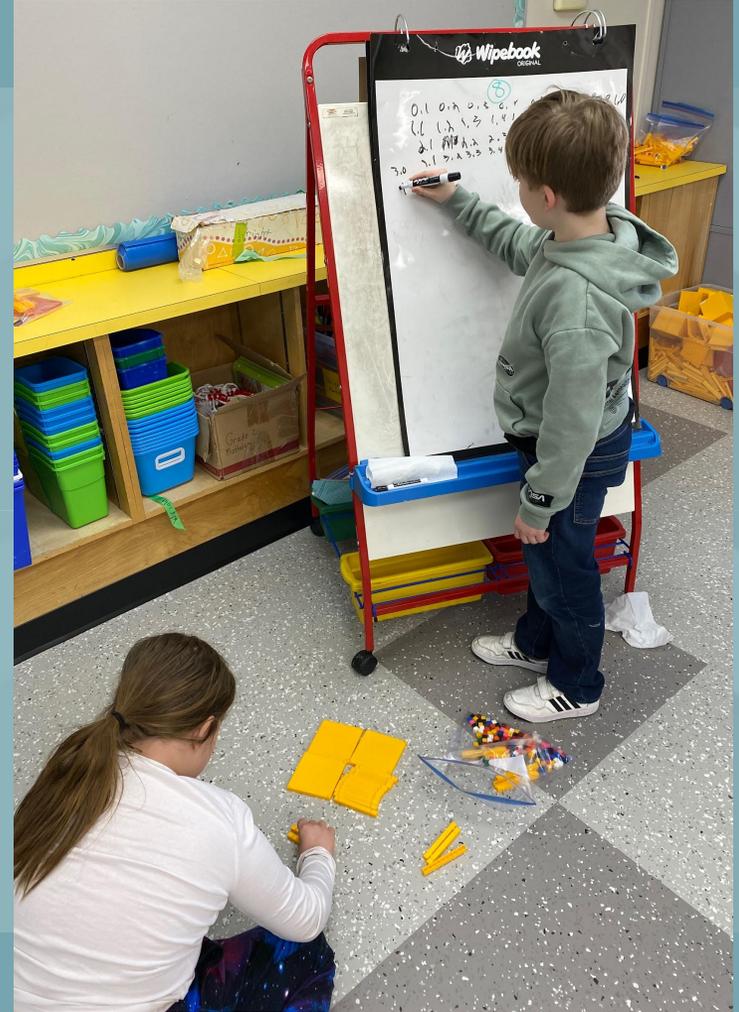
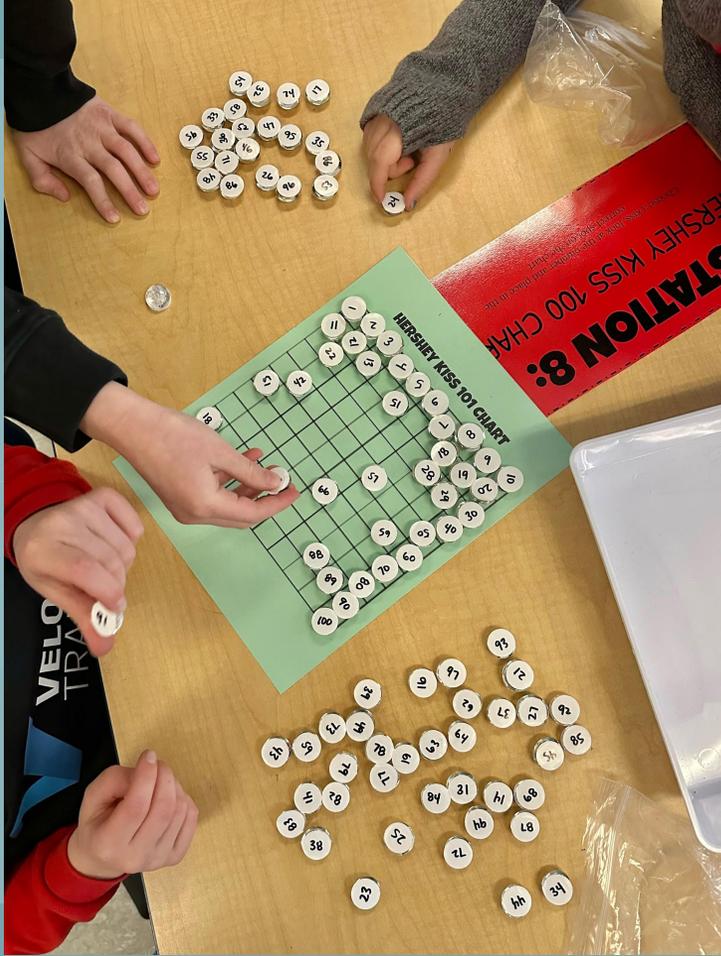
- Assessment screens and continued focus on data collection and analysis to identify students' needs and areas of growth
- Ensuring classrooms are numeracy-rich environments and teachers have access to resources
- Use of resources to support all areas of numeracy instruction
- Hands on manipulatives in every classroom to ensure progression of concrete → pictorial → symbolic demonstration of learning
- Targeted small group instruction with a focus on gaps in understanding and lagging skills
- Opportunities for our numeracy lead teacher to work in classrooms with staff and students
- Continued implementation of Collaborative Response Model to target pedagogy and instructional practices
- Professional development that targets effective instruction and "Building Thinking Classroom" model
- Possible numeracy/math game nights or numeracy sessions for families
- Exploration of full-time kindergarten program for potential implementation in 2025-2026

Numeracy Development

~

Measures of Success

- Student achievement on Elk Island Numeracy Screen
- Number of students identified as “at-risk” on Elk Island Numeracy Screen
- Assurance measures



Student Well-being

Expanding success in student well-being:

Our goal is to continue our work in creating an environment that is safe and caring that promotes belonging and acceptance, while celebrating the uniqueness of each person. A further focus will include continued skill-building in self-regulation and positive social behaviours.

Student Well-being

~

Our Philosophy

Our goal at Millgrove School is to educate the whole child. This includes growth in many areas, including academic, physical literacy and social-emotional development for lifelong health and wellness.

Our schools are social entities. As such, our young learners are learning about themselves as individuals and interacting in a connected community on a daily basis. We are collaboratively weaving together diverse perspectives, Indigenous ways of knowing, and an inclusive learning environment to deepen our sense of belonging, connection, and community. A particular focus is continuing to create safe and caring environments for learning, positive social interactions, and personal skill-building with self-regulation will continue to drive this work.

Student Well-being ~ Strategies

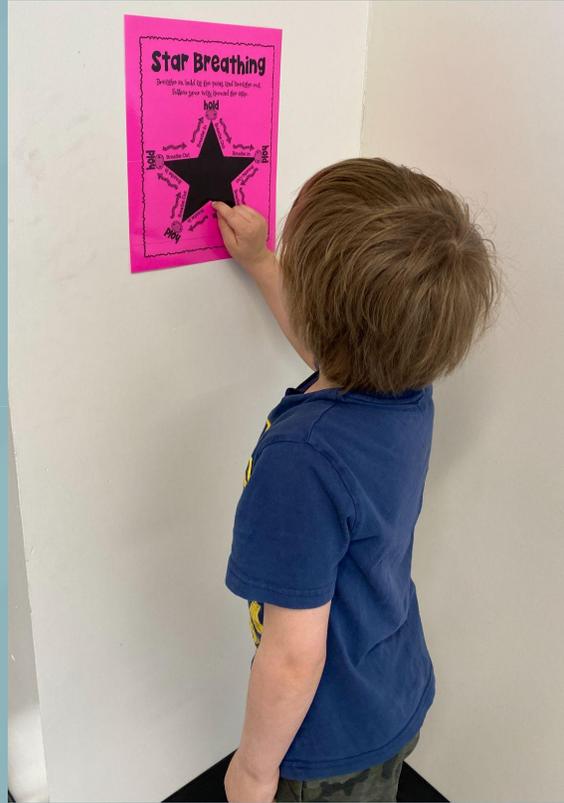
- School counsellor providing support with social-emotional learning through one-on-one counselling and social skills groups
- Continued professional development for staff in the area of trauma-informed practice and supporting student skill-building with self-regulation (whole-school)
- School-wide emotional regulation program with continued focus on self-regulation strategies and social skill-building focusing on positive choices, self-control, polite communication, and empathy
- Community building activities (spirit days, assemblies, etc.)
- Nutrition programs and access to grant funding promoting healthy eating and creating an accessible and equitable food environment for students
- Variety of clubs to provide extra-curricular opportunities: Running Club, Choir, Coding, Art, Gardening, Archery
- Involvement of School Council and parents as integral members of our community
- Shift in timetable, returning to a common recess time for Grades 1-4 students
- Comprehensive School Health (CSH) Lead and annual plan
- Indigenous Education Leads support, guide, and share ideas
- Potential partnership with Big Brothers Big Sisters in-school mentoring program
- Exploration of full-time kindergarten program for potential implementation in 2025-2026

Student Well-being

~

Measures of Success

- Alberta Education Assurance measures
- School counsellor referral data
- Parent and student surveys
- Student participation (observations)
- Staff observations



Where are we now?

All classes continue to provide and deliver a comprehensive literacy program. A focus has been on the phonics component of reading and the divisional scope and sequence for writing structure instruction.

Staff have continued work on building a repertoire of universal supports and exploring evidence-based practices to target gaps in learning.

Assemblies, school-wide spirit days, and all extra-curricular continue to drive our positive culture forward. Monthly mantras and accompanying calming strategies are shared to build capacity. All teachers have a binder of self-regulation strategies to support student calming. Two Snack Shacks support nutritional equity and access.

Literacy Development

Numeracy Development

Student Well-being

Where are we going?

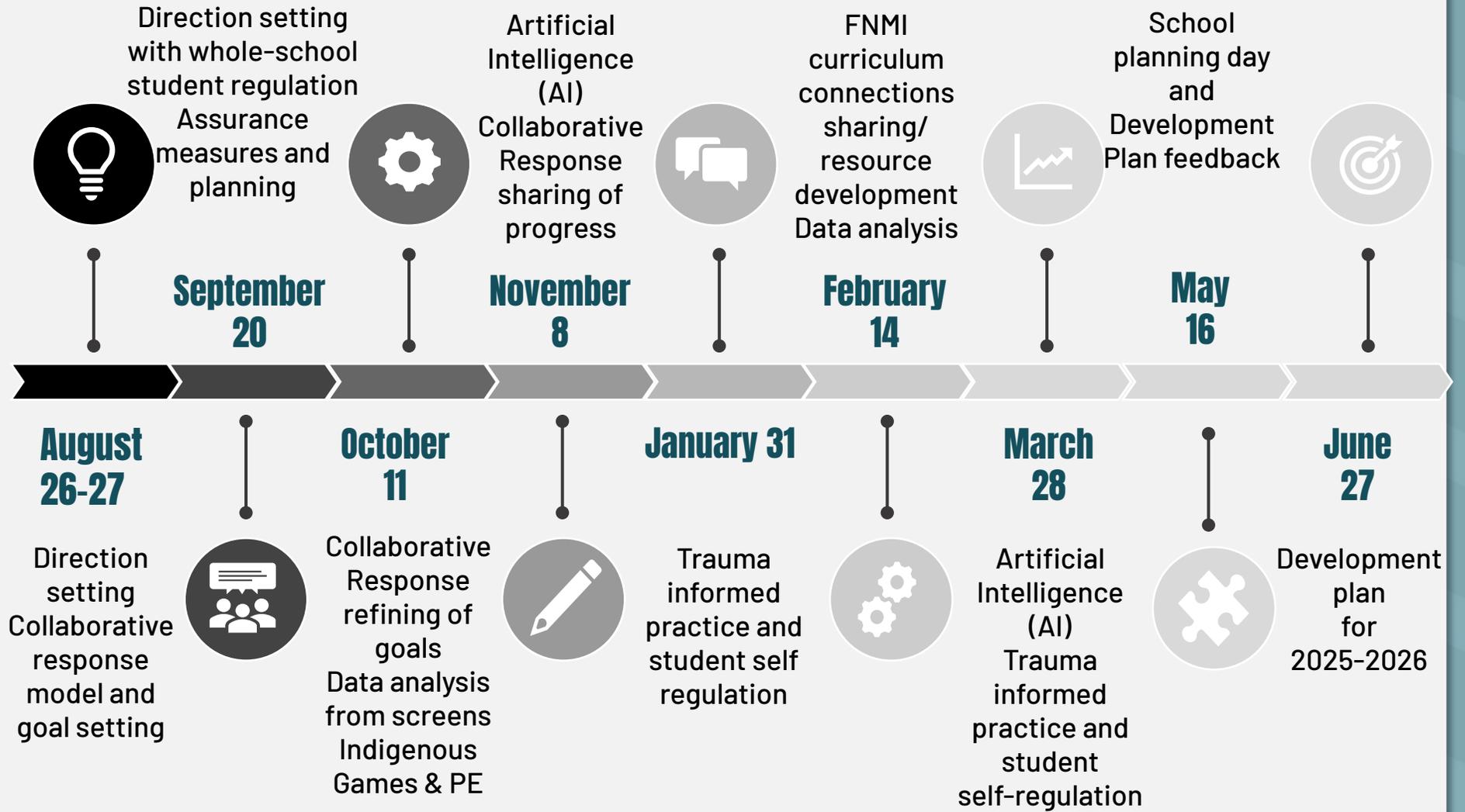
Refine small-group reading instruction and phonics instruction, incorporate new strategies from evidence-based professional learning, and continue to develop effective lessons for writing structures.

Refine structure of numeracy instruction, small-group instruction, incorporate new strategies from evidence-based professional learning. Continue to build “thinking classrooms” and focus on current curricula, as well as addressing gaps in foundational skill understanding.

Engaging in meaningful collaborations with our school, division, and local communities to increase our understanding of Indigenous teachings. Ensure students’ basic needs continue to be met (access to food) and access points in multiple areas of the school. Professional development for staff on trauma-informed practice and whole-school approach to self-regulation to support all students.



Professional Development Plan



Literacy and numeracy embedded throughout the year

Presentation Template: SlidesMania

Images: Unsplash

Please keep this slide or mention us and the other resources used in the footer of a slide.