



PARKLAND
SCHOOL DIVISION



**2023-2024 Annual Education Results Report
Millgrove School**

Principal: L. Cameron



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 2023-2024 school year will allow staff to continue to refine practice and strategies to support student learning. Continued administration of the provincially and divisionally required assessments in the areas of literacy and numeracy allows teachers to 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 2023-24 school year at Millgrove School, as drawn from Parkland School Division’s Education Plan were:

- Domain: Student and Achievement

Students Demonstrate Success (Element 1)
- Domain: Teaching and Leading

PSD Staff Expand Success in Literacy and Numeracy (Element 4)

PSD Staff Build Systems and Structures that Promote Well-Being (Element 3)

Specifically, key priorities from our 2023-2024 Development Plan 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> |
|---|--|

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. Results from the Alberta Education Assurance Measures Report will also be explored and discussed further in the report. These results were discussed with School Council Chair, Anna-Marie Jackson.

Current Context - School Profile

- ☐ 509 students, Kindergarten through Grade 4
- ☐ 11% of our students have a Special Education code through Alberta Education, requiring extra supports and services in order to be successful
- ☐ 6% of our student population is a First Nations, Metis, Inuit (FNMI) learner, an increase of 4% from 2022-2023
- ☐ 3% of our student population is an English as an Additional Language (EAL) learner, an increase of 1% from 2022-2023
- ☐ 14% of our student population accesses our school counsellor, an increase of 9% from 2022-2023. This includes regular, ongoing counseling support, as well as sporadic counseling support as needed.

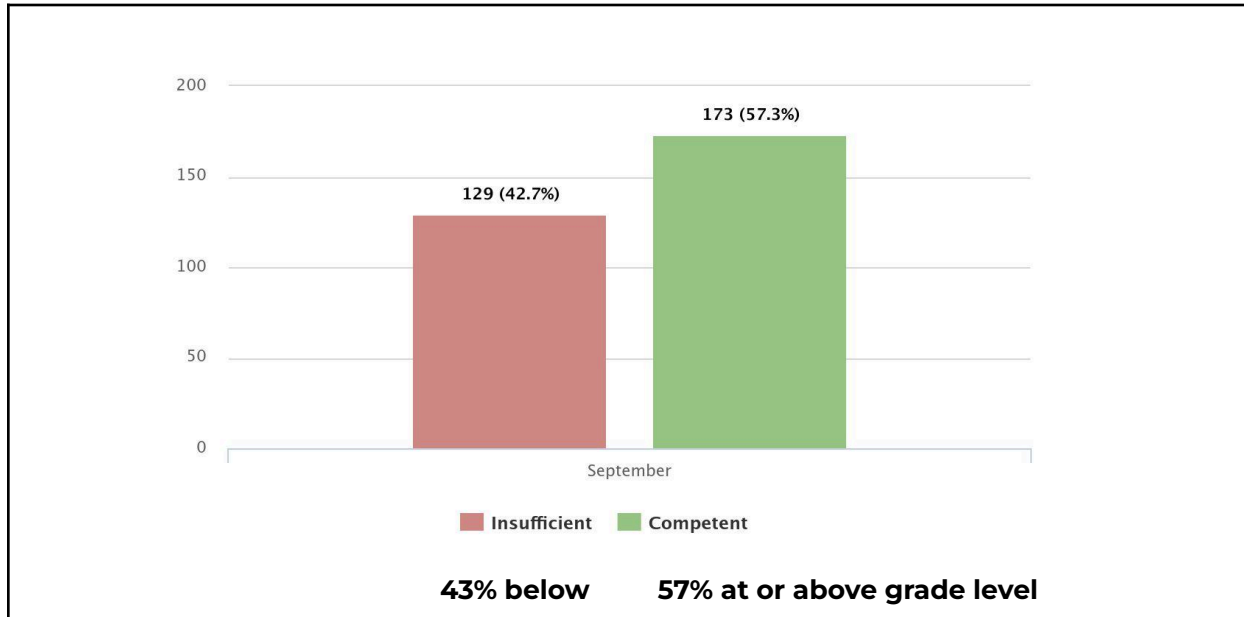
Millgrove School serves families from various neighbourhoods throughout the City of Spruce Grove. Over half of our students arrive at school via buses within our PSD regional transportation system. As an early years school, Millgrove School has a long-standing history of being a strong community with positive engagement from families. This is evident through community-building events and activities, our high number of parent volunteers supporting in a wide variety of capacities, and a feeling of community and positivity when entering our school doors.

Millgrove's staff is committed to the students and families they serve. On staff in the 2023-2024 school year, we had 25 teaching staff, 14 Educational Assistants, two secretaries, one librarian, and two custodians, and two administrators. It is through their unwavering commitment to supporting students for growth and success that the work we do each day is possible.

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 2-4 September 2023

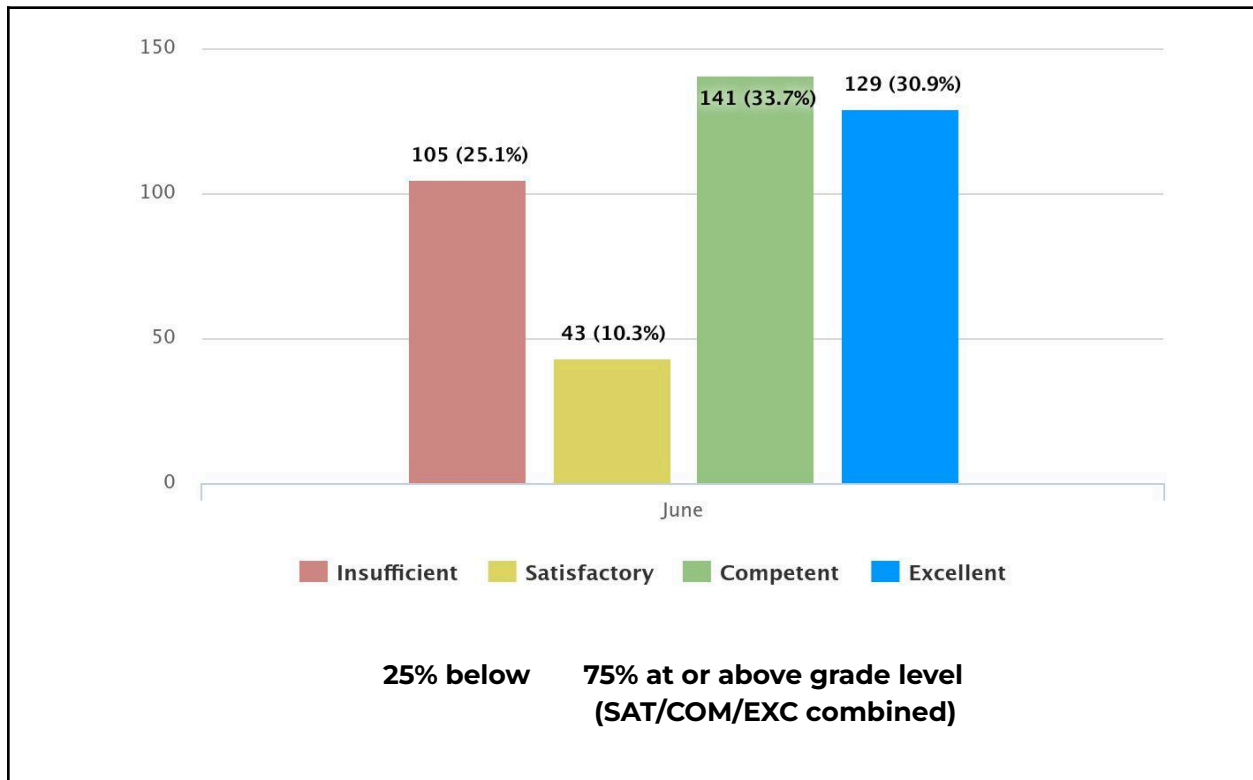


Fountas and Pinnell Results by Grade - September 2023

| | Insufficient (Below Grade Level) | | Competent (At Grade Level) | |
|-------------|-------------------------------------|-------|-------------------------------|-------|
| Grade Two | 47/87 | 54.0% | 40/87 | 46.0% |
| Grade Three | 46/111 | 41.4% | 65/111 | 58.6% |
| Grade Four | 36/104 | 34.6% | 68/104 | 65.4% |

*Reading levels are not assessed until January in Grade One, therefore, there is no September 2023 data for Grade 1.

Fountas and Pinnell Results Grades 1-4 June 2024



Fountas and Pinnell Results by Grade June 2024

| | Insufficient (Below Grade Level) | Satisfactory (At Grade Level) | Competent (At Grade Level) | Excellence (Above Grade Level) | Total of at or above grade level | Growth from Sept. 2023 (at or above) |
|---------|--|-------------------------------------|----------------------------------|--------------------------------------|--|---|
| Grade 1 | 38/116 32.8% | 20/116 17.2% | 33/116 28.4% | 25/116 21.6% | 78/116 67.2% | * |
| Grade 2 | 18/84 21.4% | 8/84 9.5% | 31/84 36.9% | 27/84 32.1% | 66/84 78.6% | +32.6% |
| Grade 3 | 22/113 19.5% | 6/113 5.4% | 43/113 38.4% | 41/113 36.3% | 90/113 79.6% | +21% |
| Grade 4 | 28/105 26.7% | 8/105 7.6% | 33/105 31.4% | 36/105 34.3% | 77/105 73.3% | +7.9% |

*Growth from September not available as reading level is not assessed until January

Reading Achievement September 2023-June 2024

| Reading Grades 1-4 | |
|--|--|
| Reading Levels Grade 2-4 September 2023: | Reading Levels Grades 1-4 June 2024: |
| <ul style="list-style-type: none"> 57% of students reading at or above grade level 43% of students reading below grade level | <ul style="list-style-type: none"> 75% of students reading at or above grade level 25% of students reading below grade level |
| <i>Increase of 18% at or above grade level</i> | |

Millgrove School Reading Results as Compared to PSD

| Millgrove Sept. 2023 | PSD Sept. 2023 | Difference Sept. 2023 | Millgrove June 2024 | PSD June 2024 | Difference June 2024 |
|----------------------|-----------------|------------------------|---------------------|-----------------|------------------------|
| 43% below | 41% below | +2% below | 25% below | 30% below | -5% below |
| 57% at or above | 59% at or above | -2% at or above | 75% at or above | 70% at or above | +5% at or above |

At Risk Students in Reading

Two assessments required by Alberta Education to further identify strengths and areas of continued growth for student reading skills are the Letter-Name Sound (LeNS) and the Castles & Coltheart 3 (CC3). These are assessments in which students read familiar and irregular words, as well as sound out unfamiliar words. These tools assess a student's foundational phonics skills needed to develop into a fluent, independent reader.

At-risk students (those requiring additional support) are defined by the norms set provincially on the LeNS & CC3 in Grades 1 and 2 and the CC3 only in Grades 3 and 4.

The table below indicates the number of students at each grade level that were identified as At-Risk in September 2023 and June 2024.

| Grade | Sept. 2023 | June 2024 | Change |
|-------------|------------|-----------|---------------------|
| Grade One | 44* | 24 | -20 students |
| Grade Two | 20 | 13 | -7 students |
| Grade Three | 31 | 19 | -12 students |
| Grade Four | 19 | 16 | -3 students |

*Reflects January 2024 when these assessments are administered, not September 2023.

Reflections

The 2023-2024 school year saw significant growth in student achievement in reading across all grade levels. Across grades 1-4, students demonstrated an increase of 18% 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 working at-elbow with teachers, and classroom instruction that incorporates all components of a structured comprehensive literacy program. This includes regular reading instruction and practice of new skills through a variety of avenues. With current research around the importance of explicit phonics instruction and the need to balance decodable and leveled texts particularly for our younger learners, this year saw a growth in professional learning and development using a common scope and sequence, regular work with phonological awareness, and phonics instruction that is highly explicit and structured, yielding exceptional results with phonics learning.

While all grade levels demonstrated growth, it is observable that the overall growth was lowest at the Grade 4 level. This is attributed to a higher baseline in September, with over 65% of students reading at or above grade at the start of the year.

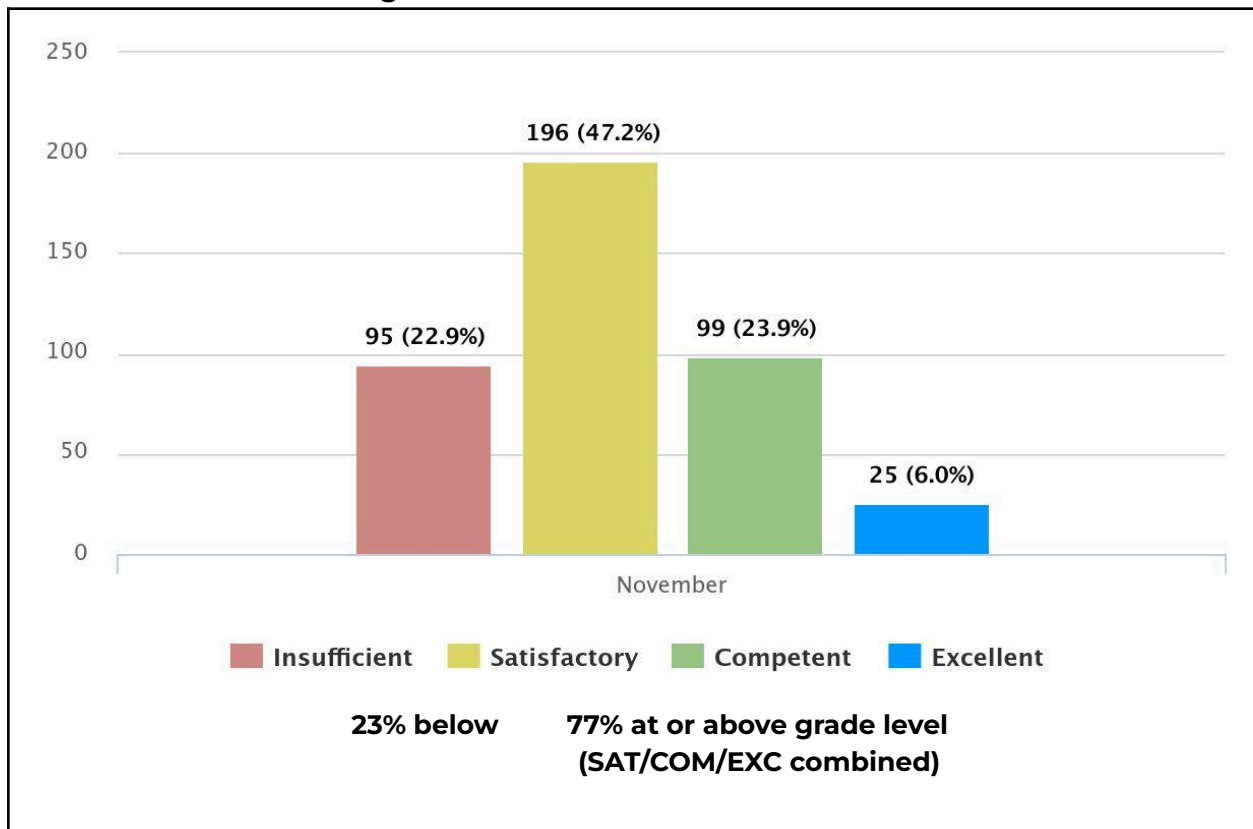
To support our at-risk students in literacy, students received additional, targeted instruction in small groups with our Literacy Leads in intervention groups. This meant that students were accessing not only small group instruction in the classroom, but also receiving additional instruction with our Leads. Using data from initial assessments about current skills and level of understanding ensured instruction was at their level and incorporated direct, systematic phonics instruction to build foundational skills to positively impact growth with decoding, fluency, and comprehension.

While notable improvement has been made, there are still gains to be made. One of the most impactful strategies that addresses and targets individual needs and gaps in our students' learning continues to be small group instruction. Looking ahead to the 2024-2025 school year, all teachers in Kindergarten-Grade 3 are using the same resource for their structured phonics instruction. All Educational Assistants have also built capacity through an in-service training which focused on how to best support students with practice and reinforcement of phonics skills. Our Literacy Lead has exceptional capacity and expertise to support teacher growth with structuring reading instruction, programming for diverse learners in an inclusive classroom, and supporting small-group, targeted instruction for those students identified as at-risk learners.

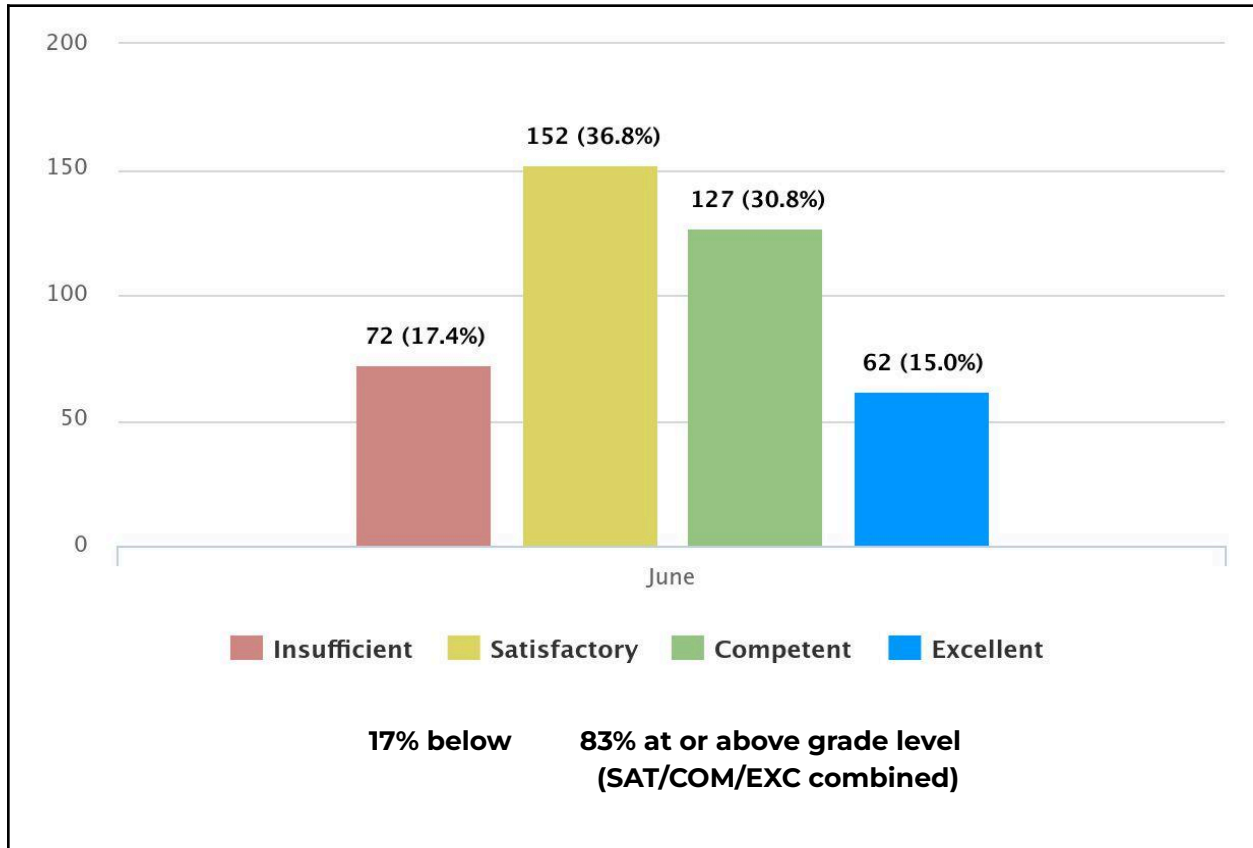
Literacy (Writing) - Grades 1-4

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. While two writing assessments were required divisionally, we chose to engage in a third whole-school assessment in June 2024, as well. The graphs and tables below communicate school results from Grades 1-4 followed by reflection statements about the growth throughout the year, the results from the school-wide assessment period in June 2024, and strategies for 2024-2025.

Writing Achievement Grades 1-4 November 2023



Writing Achievement Grades 1-4 June 2024



Writing Achievement November 2023-June 2024

| Reading Grades 1-4 | |
|--|--|
| Writing Levels Grade 1-4 November 2023: | Writing Levels Grades 1-4 June 2024: |
| <ul style="list-style-type: none"> 77% of students writing at or above grade level 23% of students writing below grade level | <ul style="list-style-type: none"> 83% of students writing at or above grade level 17% of students writing below grade level |
| Increase of 6% at or above grade level | |

Millgrove School Writing Results as Compared to PSD

| Millgrove Nov. 2023 | PSD Nov. 2023 | Difference Nov. 2023 | Millgrove March 2024* | PSD March 2024* | Difference March 2024* |
|---------------------|-----------------|----------------------|-----------------------|-------------------|------------------------|
| 23% below | 22% below | +1% below | 16% below | 12.5% below | +3.5% below |
| 77% at or above | 78% at or above | -1% at or above | 84% at or above | 87.5% at or above | -3.5% at or above |

*Full divisional data is not available for June 2024 as we opted to complete a third writing assessment in June to see the broad spectrum of growth from November through June.

Reflections

This data represents results across Grades 1-4 at Millgrove School as compared to that across the division. As indicated, the comparative data from school to division represents the writing assessment in March 2024. A third write (in June 2024) was not required divisionally, however, we chose to conduct this third and final assessment with Grades 1-4. The reason for this was to have a greater length of time between pre and post assessments (November to June) and also to have two narrative structures and one non-fiction structure. This allowed for increased comparison between the same text structure in November and June.

Of particular note is that students are performing well, achieving ever so slightly below the divisional results. During the 2023-2024 school year, staff continued to engage 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. With respect to ongoing classroom instruction, teachers are using the divisional Scope and Sequence to align practice with outlined Shallow and Deep Dives and the types of writing structures in their program.

Looking ahead to the 2024-2025 school year, a continued focus will be to increase the percentage of students achieving at the Satisfactory range to the Competent or Excellence range. While our results indicate that a strong majority of students are writing at the expected grade level, there is a continued desire to push this achievement further. One key strategy to support this further growth in writing instruction is teacher professional learning with a common approach and a resource to support strong writing skills. With the support and modeling of our Literacy Lead, teachers are learning through webinars, professional conversations, and debriefs following lesson design and execution. We are also exploring a "Writer in Residence" support through Instructional Services with a Literacy Facilitator to work at-elbow with some grade level teachers around a particular text structure.

Literacy (Word Study) - Grades 3-4

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 2023 - June 2024

| Millgrove Grade 3 Sept. 2023 | Millgrove Grade 3 June 2024 | Change | Millgrove Grade 4 Sept. 2023 | Millgrove Grade 4 June 2024 | Change |
|------------------------------------|-----------------------------------|---------------------|------------------------------------|-----------------------------------|--------------------|
| 34% below | 49% below | +15% below | 50% below | 43% below | -7% below |
| 66% at or above | 51% at or above | -15% at or above | 50% at or above | 57% at or above | +7% at or above |

Reflections

In 2023-2024, the Words Their Way Spelling Inventory was moved to Grades 3 and 4 only, as opposed to Grades 1-4 in previous years. The use of the Letter-Name Sound Assessment (LeNS) for Grades 1 and 2 gleaned more specific information to support programming at the early stages of reading development, as discussed earlier in this report.

As indicated in the table above, the Grade 4 results reflect some positive growth with an increase of 7% of students spelling at or above grade level over the course of the year. Teachers are using the Words Their Way spelling program with differentiated instructional groups to meet students where they are at and support growth forward.

The Grade 3 results indicate a dip in the number of students achieving at or below grade level. Through conversations and debriefs, some potential explanations for this include the slight limitation of using one assessment tool for spelling whereby a significant focus remains on not only skill building with spelling patterns, but also the transference to daily writing. The team also focused a great deal on the phonics structure of University of Florida Literacy Institute (UFLI) with our reading instruction, which does not align in the same order as Words Their Way necessarily.

Looking ahead to 2024-2025, increasing a focus on spelling within literacy centers to ensure a more equal split between reading, writing, and spelling should support continued positive growth in this area.

Numeracy - Grades 1-4

During the 2023-2024 school year, all students in Grades 1-4 completed the Elk Island Numeracy Screen (EICS) to understand student understanding of concepts from the prior year's curriculum to best inform programming. Students write the screen in September and May. The growth from 2023-2024 is indicated in the table below.

Millgrove Cohort Elk Island Numeracy Screen Data 2023-2024

| Grade | Average Score Sept. 2023 | Average Months Behind | Average Score May 2024 | Months Behind May 2024 | Months Gained |
|--------------|---------------------------------|------------------------------|-------------------------------|-------------------------------|----------------------|
| Grade One | 83% | 6 | 96% | 3 | 3 |
| Grade Two | 66% | 6 | 84% | 3 | 3 |
| Grade Three | 57% | 6 | 79% | 6 | 0 |
| Grade Four | 53% | 9 | 70% | 6 | 3 |

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. The table below indicates the growth demonstrated by students in their numeracy skills, specifically those who were identified in the "At Risk" or "Learning Loss" category, both within the 2023-2024 school year as well as from September 2023 to September 2024 (new grade level assessment).

Millgrove At-Risk Student Achievement Data

| Grade | Average Test Score Sept. 2023 | Average Months Behind | Average Test Score May 2024 | Average Test Score Sept. 2024 | Months Behind Sept. 2024 | Months Gained Sept 23-Sept 24 |
|--------------|--------------------------------------|------------------------------|------------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| Grade One | 56% | 10 | 92% | 62% | 6 | 14 |
| Grade Two | 41% | 12 | 66% | 39% | 9 | 13 |
| Grade Three | 25% | 12 | 59% | 42% | 9 | 13 |
| Grade Four | 32% | 12 | 54% | 20% | 11 | 10 |

Identified “At Risk” Students in Numeracy

| Grade | Number of Identified Students in 2023-2024 | Number of Identified Students in 2024-2025 | Change |
|---------------------------|--|--|--------|
| Grade One to Grade Two | 23 | 13 | -10 |
| Grade Two to Grade Three | 26 | 24 | -2 |
| Grade Three to Grade Four | 22 | 24 | +2 |
| Grade Four to Grade Five | 32 | 39 | +7 |

Reflections

Baseline data from the first administration of the Elk Island Numeracy Screen indicate that a number of students from Grades 1-4 demonstrated significant growth between the two administrations of the assessment. While there is still work to be done in this area, the cohort summary data indicates that the programming, interventions, and strategies in place for programming are proving to be effective to help students build skills from the previous years' curricula.

As with literacy, numeracy instruction is multi-layered with whole-group instruction and also 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. Teachers have continued to engage in professional learning about their new curricula, as well as supporting student learning to ensure foundational skills are developed at a deep, conceptual level. This includes professional development and at-elbow work with our Numeracy Lead and Facilitator with Instructional Services to build capacity with learning activities that support foundational skills such as subitizing, counting, place value, and fact fluency. An important part of this work includes a close analysis of their students' assessment data from the Elk Island Screen to identify students who need individualized and targeted support and their learning gaps, as well as those top performing students to implement strategies to further their performance and growth. Furthermore, intervention groups provided additional opportunities to target specific gaps in student understanding for our at-risk students.

That being said, there is still work to be done in this area. We are not seeing as much growth in numeracy skills as compared to our literacy growth. There are a few reasons to explain this. The new Mathematics curriculum has created some significant leaps where students do not necessarily have the prior knowledge and experience with. Without the new curriculum, we would see some challenges, however, with the new curriculum, the gaps have naturally become a bit wider. This is a “speed bump” for the entire province as we are all in this situation. The Grade 4 data represents the lowest percentage of growth. The 2023-2024 school year was their first year with this new curriculum, as Kindergarten through Grade 3 implemented their new curriculum the year prior.

Looking ahead to 2024-2025, grade level teams have worked closely with our Numeracy Lead and examined class targets based upon the May 2024 and also September 2024 assessments to help inform needed interventions, resources, and best practices to support gaps in understanding. An important piece of this is the use of manipulatives to build conceptual understanding and support the shift from concrete to pictorial and symbolic representations of many concepts in numeracy which are often quite abstract. We are working to embed many tools (ex. Cuisinaire rods, counting collections, fraction pieces, number lines, etc.) to bring this understanding to the forefront as this foundational knowledge is pivotal to further learning.

Building on the analysis of students' current skills, we plan to select one or two key topic areas to hone in on as a whole-school to build further capacity in best supporting. Identifying these areas and strategies will work to provide instruction and intervention in the classroom and in small groups, while also creating a common language throughout the school. Staff also continue to learn about classroom structures to best support numeracy instruction.

First Nations, Metis and Inuit Student Success

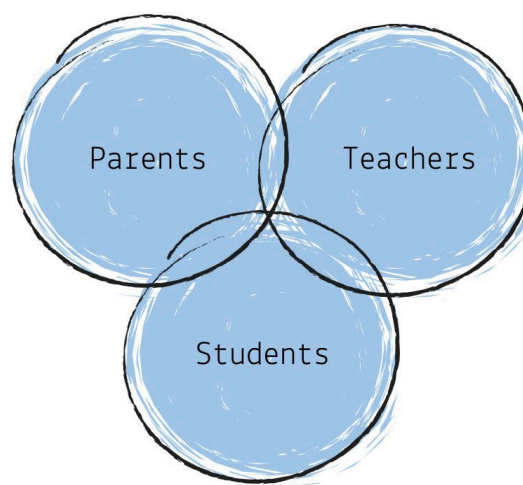
Our First Nations, Metis and Inuit students are supported in our inclusive classrooms. With varying levels of support depending on the individual, our goals are to support student growth and progress in all areas. This includes academic support, building regulation skills to increase skills with social-emotional learning, and also family support on an as-needed basis. We are proud of the growth our students continue to make and the support from the classroom team, as well as the school as a whole, are contributing factors.

One of the priority areas for Parkland School Division is Indigenous Perspectives and Ways of Knowing. We continue to engage on our journey of infusing Indigenous knowledge and ways of knowing into curricular areas for authentic and age-appropriate learning opportunities for our students. Infusing literature into our classroom work is a natural way to bring in an Indigenous lens and perspective. We continue to build our library collection of resources for this purpose around many different topics. We were grateful to engage in relationship building with Kookum Violet Poitras and all classes experiencing a session and teachings with Kookum Violet and Indigenous Facilitator, Leanne Traverse. These teachings connected whole-school work around kindness and Pink Shirt Day, while also integrating learning about respect and love for Mother Earth and taking care of one another. Learning from an elder was a powerful experience for our students.

Staff have engaged in professional learning that supports this growth to increase professional capacity and personal understanding to move this work forward for our students. Staff learned about Canada's history and residential schools in Canada through a professional development opportunity using the Indigenous Atlas with a Division Principal and Facilitator from Instructional Services. This ongoing capacity building and reflection was powerful and sparked some conversations about how we might use this resource with our young learners in the future.

Engaging our Stakeholders

Gathering stakeholder feedback is vital for fostering a collaborative and responsive learning environment. By engaging students, parents, and teachers, educators gain valuable insights into diverse perspectives and needs. This feedback helps identify strengths, address challenges, and guide decision-making to improve school performance. Involving stakeholders also builds trust, promotes transparency, and ensures that educational strategies align with the expectations and priorities of the school division, ultimately enhancing student outcomes and success.



Alberta Education Assurance Measures Results

The Alberta Education Assurance Measures indicate continued success across many domains. Areas of particular note are discussed below.

Teaching and Leading ~ Education Quality

At Millgrove School, we believe in the work we do to provide wonderful learning opportunities for our students. Stakeholders share this same satisfaction.

| <i>The percentage of teachers, parents, and students satisfied with the overall quality of basic education.</i> | | | | | | | | |
|---|-----------|-----------|-----------|---------------|--------------|--------------------------------|-------------|-----------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 93.0% | 95% | 96.3% | 84.9% | 87.6% | Very High | Maintained | Excellent |
| Parent | 84.3% | 90.5% | 92.0% | 78.4% | 83.8% | High | Maintained | Good |
| Student | 95.4% | 94.7% | 97.7% | 82.3% | 84.9% | Very High | Maintained | Excellent |
| Teacher | 99.3% | 100.0% | 99.2% | 94.1% | 93.9% | Very High | Maintained | Excellent |

We are proud to maintain an Excellent Overall evaluation in the area of Education Quality. This measure speaks to the strong programming and the high level of learning and education that we provide at Millgrove School. Maintaining expectations for high levels of success and supporting all learners to achieve their highest potential continues to be a cornerstone of our work. A commitment to ensuring current understanding of the new curricula and engaging in ongoing professional learning to ensure best practices is important to best support our young learners. We are also grateful for the support of our parent

community who continue to learn about new curricula and support their child(ren)'s learning to the greatest extent possible. We contribute to the quality of our education together.

Program of Studies

Coinciding with a high quality of education at Millgrove School, stakeholders* also shared a high satisfaction level with respect to the learning opportunities available.

| <i>The percentage of teachers and parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.</i> | | | | | | | | |
|---|-----------|-----------|-----------|---------------|--------------|--------------------------------|-------------|-----------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 89.3% | 88% | 93.9% | 79.4% | 82.8% | Very High | Maintained | Excellent |
| Parent | 84.8% | 79.2% | 93.2% | 76.8% | 82.3% | Very High | Maintained | Excellent |
| Teacher | 93.8% | 96.7% | 94.7% | 89.6% | 89.2% | Very High | Maintained | Excellent |

*Grade 4 students are not surveyed on this measure.

We are proud of the programming and supports that we provide at Millgrove School. The data represents the strong satisfaction by parents and teachers alike. Once again, delivering comprehensive curricula and providing a wide range of learning opportunities for our students is essential for the growth and development of our learners. Finding opportunities to integrate and explore cross-curricular connections remains an important part of our work.

Governance ~ Parental Involvement

We have a strong parent community at Millgrove School. Stakeholders* maintain a strong satisfaction level with respect to parental involvement in decisions about their child's education.

| <i>The percentage of teachers and parents satisfied with parent involvement in decisions about their child's education.</i> | | | | | | | | |
|---|-----------|-----------|-----------|---------------|--------------|--------------------------------|-------------|---------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 81.7% | 81.0% | 88.1% | 73.2% | 79.5% | High | Maintained | Good |
| Parent | 71.6% | 70.2% | 82.2% | 64.2% | 74.4% | High | Maintained | Good |
| Teacher | 91.9% | 91.7% | 94.0% | 82.2% | 84.6% | High | Maintained | Good |

*Grade 4 students are not surveyed on this measure.

With a high level of connectedness within our school community, we continue to maintain a high achievement with this measure of parental involvement in decisions about their child's

education. I believe this is attributed to strong communication from the classroom level, as well as the school as a whole. Responsiveness from teachers and administration if parents have questions, queries or concerns ensures parents feel connected to what is happening with their child. I posit that our active, welcoming, and positive School Council also contributes to parent satisfaction about their opportunities for involvement.

Student Growth and Achievement ~ Student Learning Engagement

Coinciding with a high quality of education at Millgrove School, stakeholders also shared an overall strong satisfaction level with respect to students being engaged in their learning..

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school. | | | | | | | | |
|---|-----------|-----------|-----------|---------------|--------------|--------------------------------|-------------|---------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 83.5% | 85.1% | 89.4% | 80.6% | 83.7% | n/a | Maintained | n/a |
| Parent | 84.4% | 92.1% | 95.2% | 81.4% | 86.7% | n/a | Maintained | n/a |
| Student | 67.3% | 63.1% | 74.7% | 65.0% | 69.3% | n/a | Maintained | n/a |
| Teacher | 98.7% | 100.0% | 98.3% | 95.4% | 95.1% | n/a | Maintained | n/a |

Results regarding student engagement in learning remain fairly consistent and in line with that of the school division as a whole and the province. Consistently, the lowest respondent group is that of students. We continue to work toward providing learning activities and opportunities that are engaging for all students that they recognize as being relevant and meaningful as young learners.

Learning Supports

One of the priority areas from the Millgrove School Development plan in 2023-2024 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.

| The percentage of parents, students, and teachers who agree that their learning environments are welcoming, caring, respectful, and safe. | | | | | | | | |
|---|-----------|-----------|-----------|---------------|--------------|--------------------------------|-------------|---------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 86.3% | 89.0% | 93.9% | 77.5% | 84.0% | n/a | Declined | n/a |
| Parent | 93.3% | 90.5% | 95.2% | 75.3% | 85.3% | n/a | Maintained | n/a |
| Student | 75.4% | 81.2% | 88.6% | 68.6% | 75.2% | n/a | Declined | n/a |
| Teacher | 90.1% | 95.3% | 97.8% | 88.7% | 91.6% | n/a | Maintained | n/a |

Ensuring that learning environments are welcoming, caring, respectful, and safe is of utmost importance and the foundation to feelings of belonging. While parent respondents maintained a fairly strong agreement with this statement, it is concerning that we have seen a steady decline in our student and teacher responses of agreement in this area.

We are seeing students experiencing greater challenges with respect to safe and positive interactions with peers, leading to an increased need for support with conflict resolution and pro-social skill development as youngsters. We are also seeing an increased need for skill building with respect to self-regulation, stamina, and rigor for the academic demands of our learning environments. I believe, and the data confirms, this is consistent with what we are seeing across not only the school division, but also the province, as a considerable challenge.

An associated measure that allows us to dig deeper into this falls within the Safe and Caring area and is more specific to how students treat one another at school, learning respect for others at school. It is represented below.

Safe and Caring

| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school. | | | | | | | | |
|---|-----------|-----------|-----------|---------------|--------------|--------------------------------|-------------|------------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 88.1% | 89.6% | 94.6% | 81.6% | 87.1% | Very High | Declined | Good |
| Parent | 93.3% | 88.6% | 96.2% | 79.8% | 88.0% | Very High | Maintained | Excellent |
| Student | 81.7% | 86.8% | 90.8% | 74.7% | 80.4% | High | Declined | Acceptable |
| Teacher | 89.3% | 93.4% | 97.9% | 90.3% | 92.9% | Low | Maintained | Issue |

The Overall and Student responses indicate a slight decline from the 2022-2023 school year results and also indicate this as an identified area of growth from our students' and teachers' perspectives. It is an area that we, as a school community, continue to work on through multiple layers of strategies that support feelings of belonging and a respectful, safe school environment. We posit that this decline and area of concern is closely related to the need for self-regulation skills, and improved positive social skills and interactions among students, particularly during play. A number of strategies embedded in the culture of our school continue to work toward this goal in an ongoing way. These include continuing to build connections among students, cross-graded buddy classes, and whole-school events that bring our community together. Staff engaged in professional development related trauma-informed practice and supporting student regulation. This learning, as led by our School Counsellor and an Educational Assistant, dove into the physiology behind dysregulation and some practical strategies for the classroom to best support regulation before learning can occur.

Looking ahead to 2024-2025, to target increased building of pro-social skills, we are exploring a recess play leadership opportunity for our older students, as well as implementing a school-wide Character Education and Citizenship program through an Indigenous lens. This resource will guide students through the Seven Sacred/Grandfather Teachings of love, respect, honesty, courage, wisdom, humility, and truth.

Learning Supports ~ Access to Supports and Services

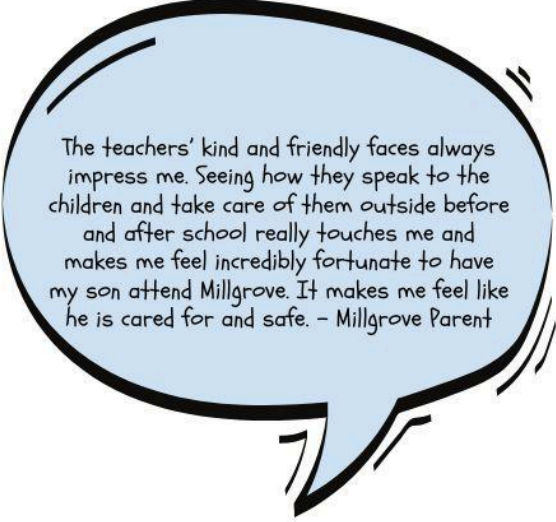
| The percentage of teachers, parents and students agree that students have access to the appropriate supports and services at school. | | | | | | | | |
|--|-----------|-----------|-----------|------------------|-----------------|--------------------------------|------------------------|---------|
| Group | 2023-2024 | 2022-2023 | 2021-2022 | 2023-2024 PSD | 2023-2024 AB | Measure Evaluation (Millgrove) | | |
| | | | | | | Achievement | Improvement | Overall |
| Overall | 73.3% | 86.2% | 83.5% | 75.4% | 79.9% | n/a | Declined Significantly | n/a |
| Parent | 75.0% | 84.7% | 83.0% | 64.4% | 75.4% | n/a | Maintained | n/a |
| Student | 79.7% | 83.6% | 85.8% | 76.5% | 78.7% | n/a | Maintained | n/a |
| Teacher | 65.3% | 90.2% | 81.8% | 85.1% | 85.6% | n/a | Declined | n/a |

This measure is an area of concern with respect to the Overall evaluation, as well as that of the teacher respondent group. When exploring the rationale for this decline, teachers indicated the ongoing challenge with ensuring all students' needs are met with increasingly complex classrooms. Teachers are extremely committed and work tirelessly to serve their students but feel it is sometimes difficult to meet all needs consistently.


Looking ahead to 2024-2025, we continue to engage in professional conversations about structures of classrooms, designing learning activities, and strategies to support student learning of all levels in our inclusive classrooms.

Hearing from our Stakeholders


The Share a Thought survey is an open invitation for our parents to share with the school a thought they have about any number of topics, including Student Supports and Wellness, Parent and School Connection and Communication, School Culture and Community, or Education in general. This is valuable feedback and an important avenue for families to share their thoughts with administration for input and consideration. Some of this feedback includes the following praise and also some ideas and queries to explore further as represented below.:



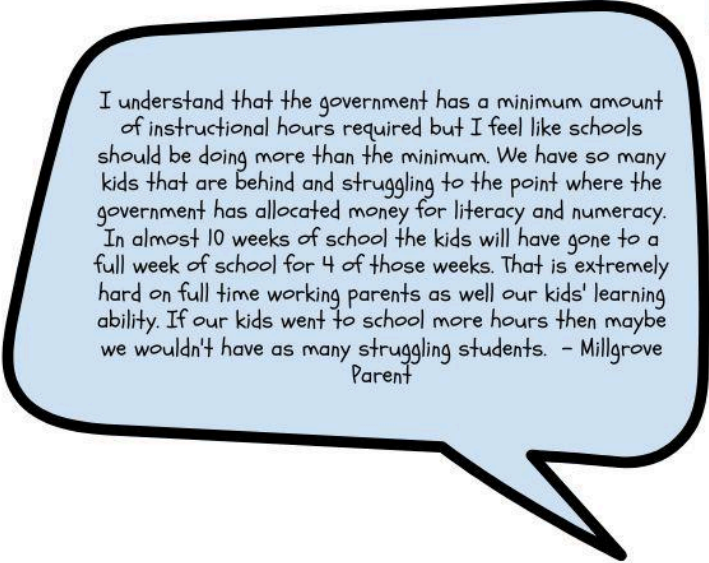
The teachers' kind and friendly faces always impress me. Seeing how they speak to the children and take care of them outside before and after school really touches me and makes me feel incredibly fortunate to have my son attend Millgrove. It makes me feel like he is cared for and safe. - Millgrove Parent



Having just moved to the area, one thing that has stood out about Millgrove school is that the teachers seem really happy. This gives the school a great and positive feel. - Millgrove Parent



We are very pleased with the communication from the school. We feel very informed regarding what is going [on] at the school. It is also nice to hear from different people at the school, from the teacher to the principal, as it gives us a broader perspective. - Millgrove Parent



I understand that the government has a minimum amount of instructional hours required but I feel like schools should be doing more than the minimum. We have so many kids that are behind and struggling to the point where the government has allocated money for literacy and numeracy. In almost 10 weeks of school the kids will have gone to a full week of school for 4 of those weeks. That is extremely hard on full time working parents as well our kids' learning ability. If our kids went to school more hours then maybe we wouldn't have as many struggling students. - Millgrove Parent