

# Millgrove School

## Development Plan 2025-2026



# Overview

Welcome to Millgrove School's Development Plan. This living document is designed to serve as a guide to the 2025-2026 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 impacting 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 460 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 approximately 465 students from Kindergarten to Grade 4.
- There are two administrators, 23 teachers, 13 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.

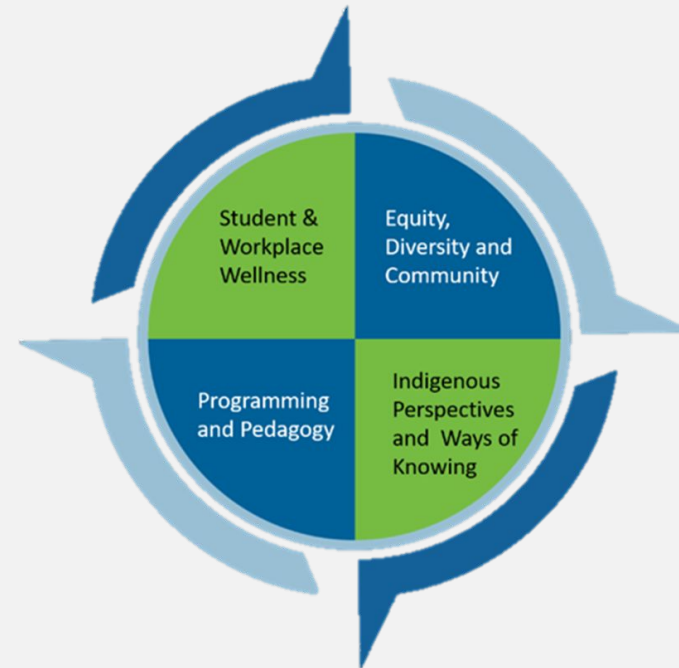
# Ultimate Goal: Student Success and Well-being



# 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 2025-2026 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



## 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. Calming strategies are shared twice weekly to build capacity with modelling on morning announcements. 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 capacity with current curricula, as well as addressing gaps in foundational skill understanding.

Increased focus on the importance of classroom and school community for students. Explore opportunities for student leadership. 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.



# 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 accuracy, fluency in reading and writing.*

## **Alignment to PSD Education Plan:**

Outcome 1: Students and Staff Demonstrate Success

Objective 1.1 - Staff will expand student success in literacy and numeracy

Objective 1.2 - Staff will focus on expanding success at the Standard of Excellence

# Literacy Development

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# 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

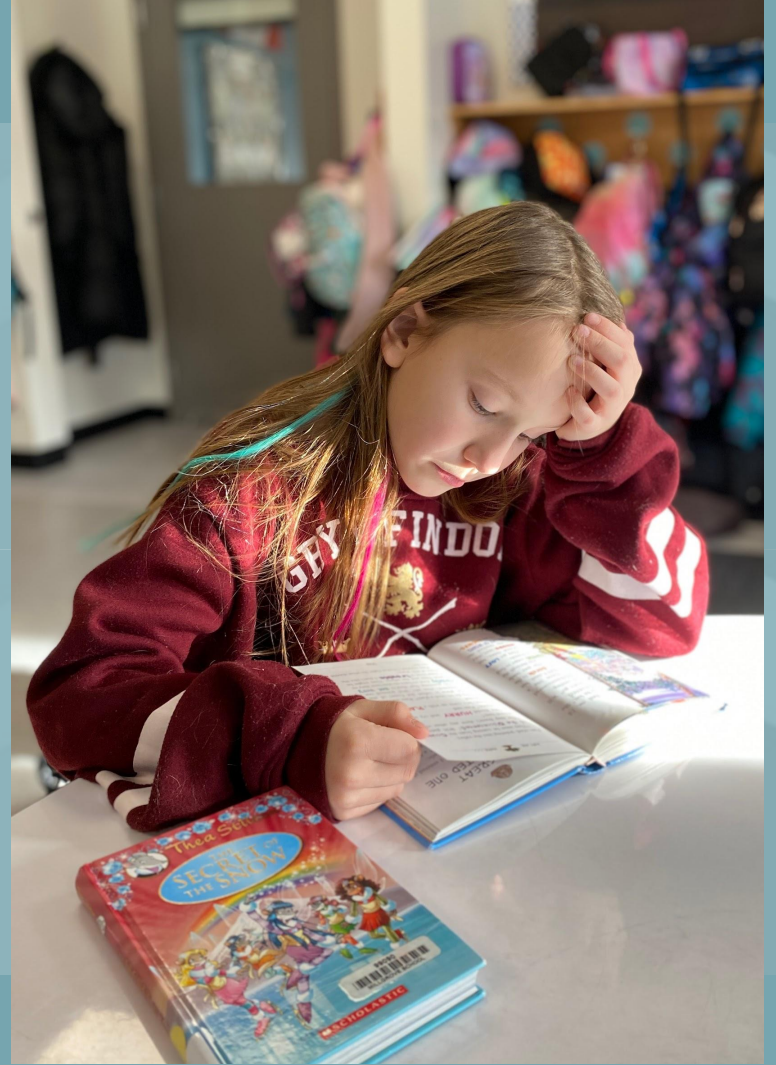
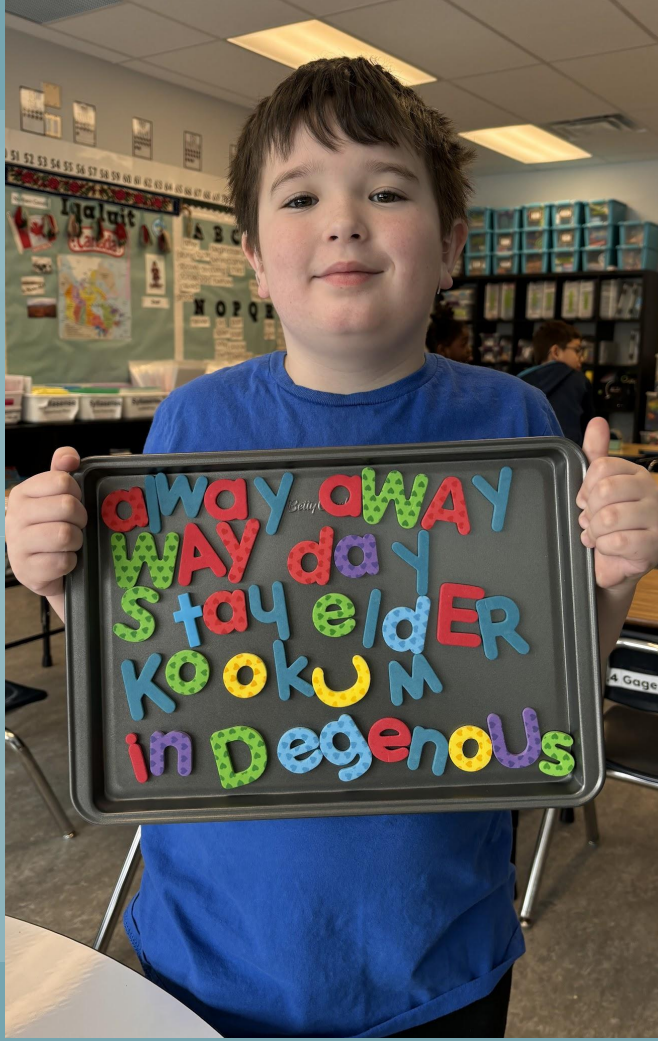
- Assessment screen data to identify students' needs and areas of growth to inform programming and instruction
- Ensuring classrooms are literacy-rich environments
- Teachers have access to resources that support all areas of comprehensive literacy instruction
- Targeted, small group instruction with a focus on phonics, word work, phonological awareness, reading, and writing
- Classroom based writing plans that aligns with the divisional Scope and Sequence and utilizes divisional writing rubrics
- Potential opportunities for our Literacy Lead teacher to work in classrooms with staff and students
- Continued implementation of Collaborative Response Model to target pedagogy and instructional practices
- Embedded professional development that targets effective instruction through observation in classrooms and debriefing to further pedagogical approaches
- Possible literacy session/evening for families

# Literacy Development

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# Measures of Success

- The percentage of students who meet or exceed grade-level benchmarks in pre and post administrations of literacy assessments
  - Reading skills screens at the beginning of the year and end of the year
  - Fountas and Pinnell reading benchmark (Grades 1-4)
  - Writing assessments (Kindergarten - Grade 4)
  - Words Their Way assessments



## Numeracy Development

### **Expanding success in numeracy:**

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

### **Alignment to PSD Education Plan:**

Outcome 1: Students and Staff Demonstrate Success

Objective 1.1 - Staff will expand student success in literacy and numeracy

Objective 1.2 - Staff will focus on expanding success at the Standard of Excellence

# Numeracy Development

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# 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
- 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 and flexible thinking through rich routines and problem-solving strategies
- 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
- Embedded professional development that targets effective instruction through observation in classrooms and debriefing to further pedagogical approaches
- Possible numeracy/math game night or numeracy session for families

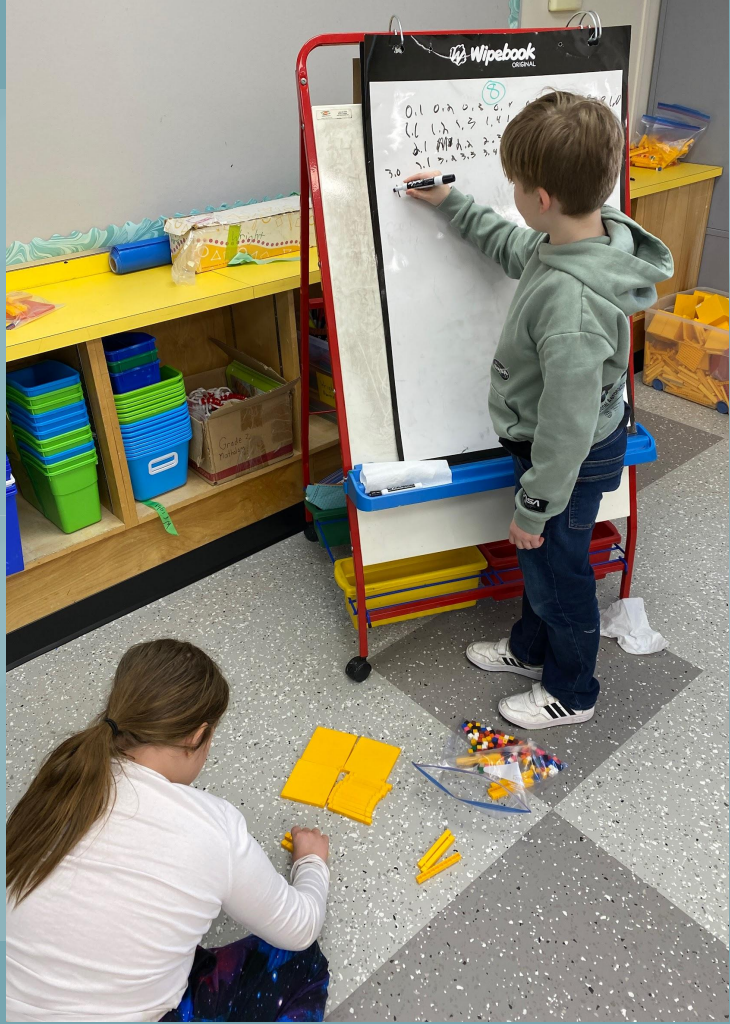
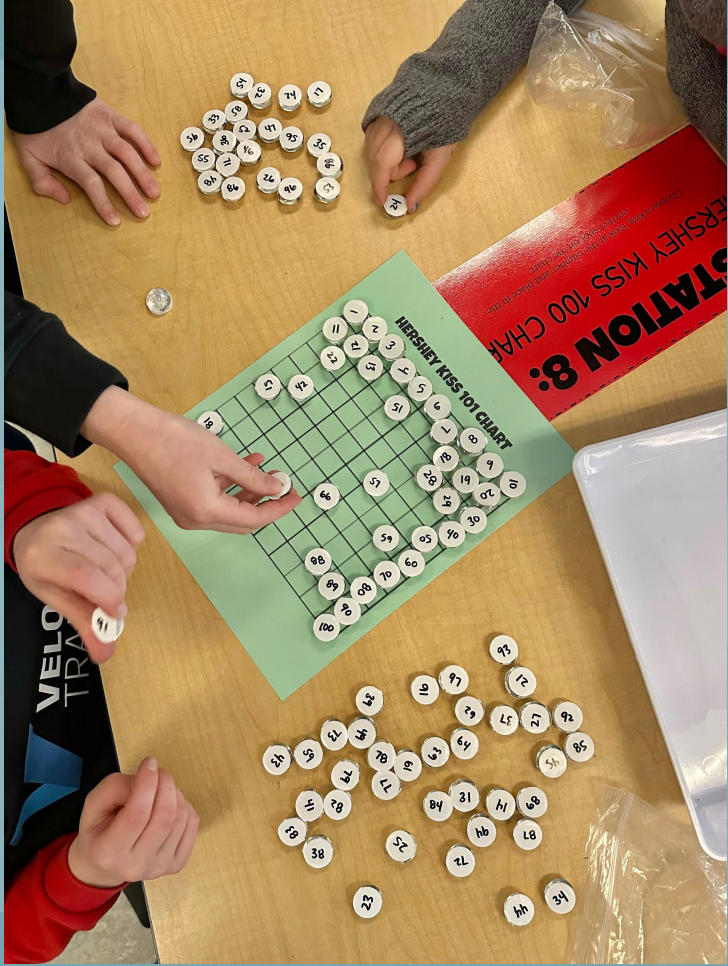


# Numeracy Development

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# Measures of Success

- Student achievement on pre and post administrations of the Elk Island Numeracy Screen
- Number of students identified as “at-risk” on Elk Island Numeracy Screen at the beginning and end of the year



## 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 success of each person in our classroom communities. A further focus will include continued skill-building in self-regulation and positive social behaviours.*

### **Alignment to PSD Education Plan:**

Outcome 2: Students and Staff Demonstrate Well-Being

Objective 2.1 - Students and staff will demonstrate social-emotional development and increased well-being

Objective 2.2 - Staff will build support systems and structures that promote success and well-being

Objective 2.3 - Support systems will effectively promote care, respect and safety

# Student Well-being

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# 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

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# Strategies with a Student Focus

- Social-emotional support through one-on-one counselling and social skills groups
- 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, Garden Club, Archery. Explore further clubs (ex. Math Club)
- Boys and Girls Club Big Brothers Big Sisters In-School Mentoring Program - partnership with Leadership Students from SGCHS
- Explore further opportunities for student leadership

# Student Well-being

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# Strategies with a Staff Focus

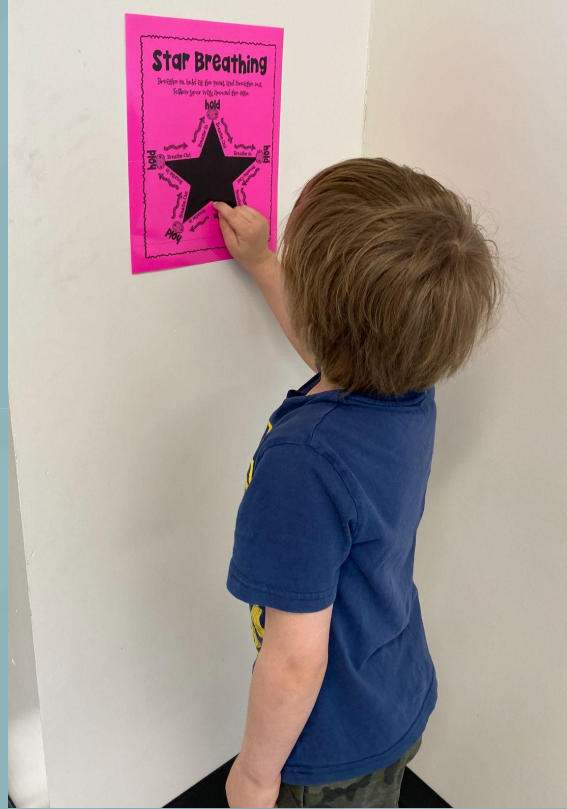
- Continued professional development in the area of supporting student skill-building with self-regulation
- Specific focus on cultivating and sustaining positive classroom and school community through potential book study
- Involvement of School Council and parents as integral members of our community
- Comprehensive School Health (CSH) Lead and annual plan
- Indigenous Education Leads support and guide further integration of Indigenous Ways of Knowing into school practices
- Potential expansion of partnership with Boys and Girls Club Big Brothers Big Sisters In-School Mentoring program

# Student Well-being

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# Measures of Success

- Growth in Alberta Education Assurance measures, namely:
  - The percentage of students who perceive that their school and education is good or very good;
  - The percentage of students who are proud of their school;
  - The percentage of students who find their work interesting;
  - The percentage of students who find their work challenging;
  - The percentage of students who feel welcome at school;
  - The percentage of students who feel safe at school;
  - The percentage of students who feel they belong.
- School counsellor referral data
- Parent and student surveys
- Student participation (observations)
- Staff observations





# Professional Development

Sustaining a multi-layered approach to professional development is key to our continued growth as educators. This includes:



Site-Based PD - staff members are provided professional development or other activities as directed by the principal



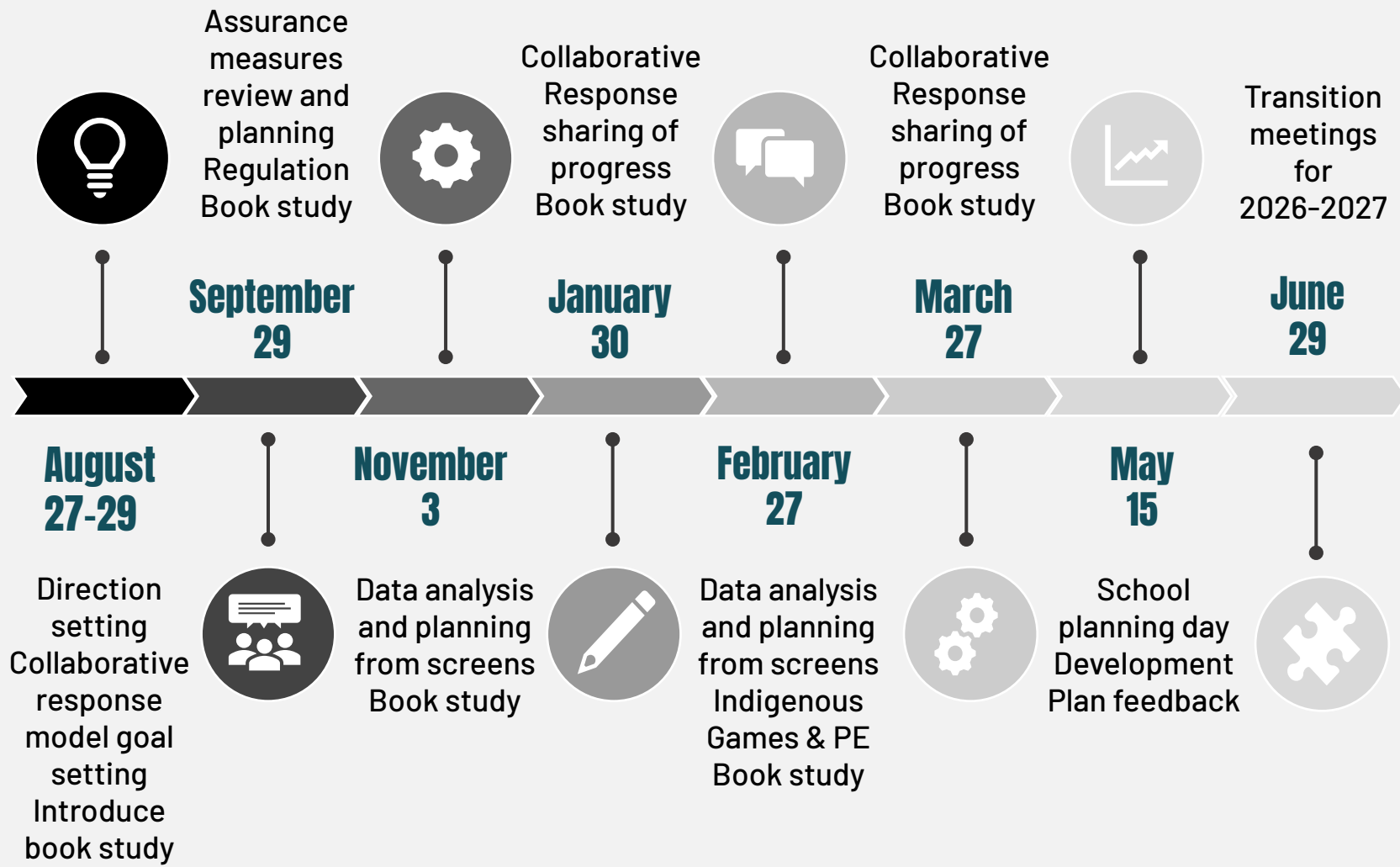
Approved Self-Directed PD - staff members engage in learning opportunities to address their learning needs and personal professional development related to the requirements of their role



Collaboration - embedded weekly grade-level time to further teacher learning about a targeted topic based on student need and/or direction of the school

# Professional Development Plan

## Site-directed PD



\*\*\*Timeline may vary. Literacy and numeracy PD embedded throughout the year\*\*\*

# Presentation Template: SlidesMania

Images: Unsplash

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