



# Development Plan 2021-2022

Parkland Village School

## Outcome

During the 2021-2022 school year, Parkland Village School will focus its resources to build staff capacity and alignment of approach in the following areas:

- Literacy Instruction
- Numeracy Instruction
- Supporting Student Wellness

with the goal of maximizing success for every child in the school.

## Strategies

### LITERACY

- **Words Their Way** – This resource focuses on developing students' ability to analyze words and build understanding of both spelling and meaning. This year we are supporting the universal implementation of this program. Teachers will be trained and given time to incorporate it into their literacy program. [LINK](#)

The expected outcome is that students will improve their spelling and decoding of words, shown both in classroom assessments and in their daily reading and writing.

- **Writing Assessment** – Writing instruction will be a major focus in Parkland School Division in the 2022-2023 school year, and in anticipation of this, teachers at Parkland Village School will begin conversations around writing

assessment. This will include reviewing together the outcomes for writing in the Program of Studies and collaboratively reviewing and analyzing writing samples based on those outcomes.

The expected outcome is that teachers will build a common understanding of expectations around writing and that there will be greater alignment when teachers assess student writing.

- **Fountas & Pinnell Reading Assessments (F&P) and the Phonological Awareness Screening Test (PAST) Assessments** – All students in grades 1-4 will be assessed with the [F&P](#) and [PAST](#) assessments. The results of these universal screening tools will both help the school identify students who require literacy intervention and also provide data that allows us to measure both student progress and intervention success.

The expected outcome is that students requiring literacy intervention will be identified early and that as a school, we will have valid and reliable data to evaluate and adjust our approach to literacy intervention.

- **Literacy Intervention Groups** – Our literacy intervention groups will continue to offer four 30-minute sessions a week for students identified as reading below grade-level expectations through our universal screens. Those



leading these groups will continue to use the [Leveled Literacy Intervention \(LLI\)](#) and will expand their repertoire of tools to include the [Intensive Phonological Awareness Program \(IPA\)](#), the [Heggerty Phonemic Awareness Program \(Heggerty\)](#) and [Decodable Texts](#). Our staff leading the interventions will meet with divisional leaders and those leading interventions in other schools for ongoing training and support.

The expected outcome is that students receiving literacy intervention will receive targeted and appropriate instruction and that they will progress in

their reading ability at a rate greater than if they did not receive the intervention.

- **Collaborative Response** – This year, Parkland Village School is beginning the process of implementing a [Collaborative Response](#) approach, simultaneously building on the three components defined through Jigsaw Learning:
  - Collaborative Structures and Processes: Adjusting the schedule to allow weekly collaborative planning time, and building in monthly Collaborative Team Meetings.
  - Data and Evidence: Using universal screening tools to identify students who need intervention and focusing professional conversations around classroom practice.
  - Continua of Supports: Documenting the school-wide agreed upon supports we have in place to meet the needs of all learners in the school.

The expected outcome is building a sense of shared teacher efficacy around responding to student needs, normalizing focused and rich conversations around student learning and teacher practice, building alignment of approach based on research-proven strategies, and in the end more students finding success at school.

## NUMERACY

- **Math Intervention Programing Instrument (MIPI)** - All students in grades 1-4 will be assessed with the [MIPI](#) assessment. The results of this universal screening tool will both help the school identify students who require numeracy intervention and also provide data that allows us to measure both student progress and intervention success.

The expected outcome is that students requiring numeracy intervention will be identified early and that as a school, we will have valid and reliable data to evaluate and adjust our approach to numeracy intervention.

- **Math Assessment Interviews** – Our teachers will be trained to do a more in-depth one-on-one math assessment/interview to be used with those students identified as needing numeracy intervention through the MIPI. This

will both help identify student gaps in numeracy understanding and increase teacher capacity with understanding numeracy instructional practices.

The expected outcome is greater understanding of student gaps in numeracy and more targeted math instruction in the classrooms.

- **Math Intervention Groups** - Our numeracy intervention groups will offer four 20-minute sessions a week for students identified as requiring intervention through our universal screening tool. Those leading these groups will use tools created by divisional leaders. Our staff leading the interventions will meet with divisional leaders and those leading interventions in other schools for ongoing training and support.

The expected outcome is that students receiving numeracy intervention will receive targeted and appropriate instruction and that they will progress in their math ability at a rate greater than if they did not receive the intervention.

- **Promoting Best Practices for Numeracy Instruction:** Provide professional learning for teachers around the use of high-quality instructional resources ([Mathology](#)) as well as balanced and effective math pedagogy.

The expected outcome is to see a shift of instructional approach in the math classes in our school that

incorporates regular use of the main components that should be present in a rich numeracy learning environment.



- **Collaborative Response** – See description under the Literacy section.

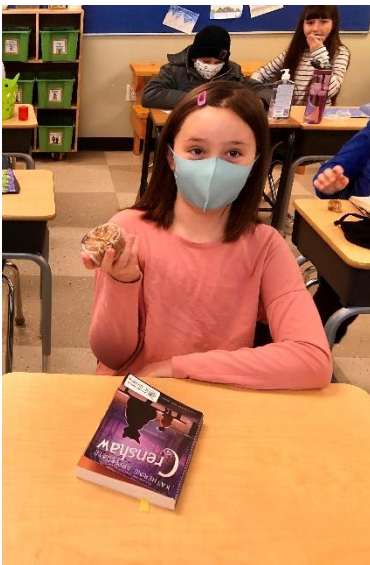
## STUDENT WELLNESS

- **Love and Logic** – [Love and Logic](#) is an approach of addressing student behaviour for teachers and parents that builds on empathy and encourages students to learn from their mistakes and build independence in making good choices. By providing common language and approach, students are encouraged and empowered to make good choices and feel a sense of security and safety. Staff will be introduced to the principles and strategies of Love and Logic throughout the school year.

The expected outcome is that staff will have common approaches to student behavior and that students will be able to resolve problems in constructive ways, promoting healthy self-concept and relationships with adults and peers.

- **Character Focus** – Our school will focus on different character traits that have been proven to increase quality of life. The primary resource for identifying and teaching these traits is [Character Lab](#). Traits, introduced monthly, include: grit, gratitude, purpose, growth mindset, honesty, self-control, kindness, creativity, and curiosity. These character traits form a foundation for learning and a happy, productive life.

The expected outcome is that students will be able to name, recognize and practice these character traits and experience the benefits of a quality life and stronger relationships.



- **Breakfast Program** – Through funding from the [Breakfast Club of Canada](#), we will develop a daily breakfast program open to all students who desire to participate. The goal is to provide healthy food in the mornings. A nutritional breakfast is a foundation for learning and can also provide a greater sense of community as students partake together in their cohorts.

The expected outcome is increased readiness to learn.



- **Student Opportunities –**  
We will look for opportunities for students to be engaged in non-academic groups. These include archery clubs and groups that support social-emotional skill building.

The expected outcome is a greater sense of community, connectedness and healthier relationships among the students in the school.



- **Non-violent Crisis Intervention –** Support staff members and teachers take part in training for [Non-Violent Crisis Intervention](#) to ensure they are able to appropriately respond to students who are experiencing difficulty with behavior and self-regulation.

The expected outcome is a team of staff who have a common approach to dealing with non-compliant behavior that is grounded in care and student safety.

- **Child Psychology Courses –** Support staff will finish the training through the [Institute of Child Psychology](#) began last year to equip them with a thorough understanding of a variety of student needs.

The expected outcome is that Educational Assistants will be able to recognize student needs and respond appropriately so that students will be supported and successful both in and out of the classroom.

# Professional Development Plan

## OCTOBER 8, 2021

- Introduce Collaborative Response
- Love and Logic Introduction

## NOVEMBER 15, 2021

- Implementing “Words Their Way” – presented by Lana Lain through the ERLC
  - “Words Their Way” is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.
- Archery Training – presented by Alan Orr - Alberta Hunter Education Instructors’ Association
  - Training in the use of the archery equipment purchased by our School Fundraising Society last year.
- Love and Logic
  - Introduced the strategy of the Four Step Plan of Handing Back the Problem

## JANUARY 13, 2022

- An in-service day with Divisional Principal, Katherine Mann, to introduce staff to the Numeracy Screening Interview and to promote best numeracy practices in the classroom. Each teaching cohort will have a half day with her. This day is in addition to the regular Professional Development days with release time being paid as a school cost.

## JANUARY 31, 2022

- Focus on Mathology – How to Use the Resource
- Reflect on Math Intervention Process and Implications for Classroom Instruction
- Collaborative Response – Pyramid of Interventions for Numeracy
- Love and Logic

## FEBRUARY 18, 2022

- Writing Assessment Work – Building Alignment of Practice
- Collaborative Response – Pyramid of Interventions for Literacy
- Love and Logic

**MARCH 28, 2022**

- Continue work on writing instruction
- Continue work on shifting numeracy instructional practice
- Love and Logic

**MAY 19, 2022**

- Review of Progress from the Year and establish goals for next year
- Love and Logic