



Development Plan

2022-2023

Parkland Village School



Principal's Message – Driving for Growth

Planning for school improvement and growth is a lot like driving. When you are driving your vehicle, you pay attention to many different things.



The **rearview mirror** lets you see where you've been. Similarly, it's essential whenever you set goals for a school to remember the journey that came before, the community you've served and the traditions and lessons from the past. You look back at the results of your past work and the progress already made by the students to determine the most appropriate next steps. Parkland

Village School started its journey 38 years ago. Over these years, there have been many staff changes and various programs and initiatives, but through it all, our school has remained a small, caring school that truly supports its students and community.

The **speedometer** lets you monitor the speed of your progress in real time, and gives you the information you need to make adjustments. When setting plans as a school, it's important to remain constantly aware of the pace of change and adjust accordingly. At times, you may see that, as an organization, we've been stalling in some areas and



we need to press on the gas pedal. Or, perhaps, the conditions around us demand we slow down to keep everyone safe as we move toward our destination. It takes wisdom and experience to determine the right and appropriate speed. The essential thing, though, is to keep moving forward! These last few years have had many factors that have caused us to slow down, primarily the challenges of a global pandemic. We have kept moving as a school community through this uncharted domain, and now that there are glimpses of hope on the horizon, it is time to explore our next steps as a school.



Especially when exploring unfamiliar terrain, our **GPS** is an essential tool. Programming in a destination helps you stay focused on the goal. Even when unexpected obstacles appear and we have to veer off course, the GPS recalculates and keeps us moving toward our end destination. The GPS allows us to keep our plan both clear and flexible. This

flexibility has been essential in these last years, but our ultimate goal remains the same – student success and wellbeing.

While all drivers take frequent glances at the rearview mirror, speedometer, and GPS, most of our time is spent looking out the **windshield**. We keep our eyes on the road and focus on what lies ahead. We discover the details of the landscape and the community we are in, and as we move along, we find joy in the trip. It's with eyes ahead, we live out the plan, and find joy in the journey. I can't wait to see how our continuing journey together unfolds in the 2022-2023 school year.



This planning document describes our plan as a school over the next year, and it is an invitation to our whole community – students, parents, staff and friends – to join us on the adventure as we work to become the best school we can be for our students.

We hope you join us. It's always better to travel together!

With joy and hope,

A handwritten signature in black ink that reads "Todd Hennig". The signature is written in a cursive style.

Todd Hennig
Principal
Parkland Village School

The Context

Parkland Village School had its inaugural year in 1984. Built in the mobile home community of Parkland Village, Parkland Village School had been a small K-6 elementary school and, beginning in 2005-2006, PVS became a K-4 Early Years school.

Currently, Parkland Village School serves the families of Parkland Village and those living in the surrounding rural areas. Together with all of our families and the staff, the school has become a caring, responsive community that focuses on building a culture of care and excellence.

In 2021-2022, Parkland Village School served 135 students in grades K-4, with 10 teachers and 8 support staff.

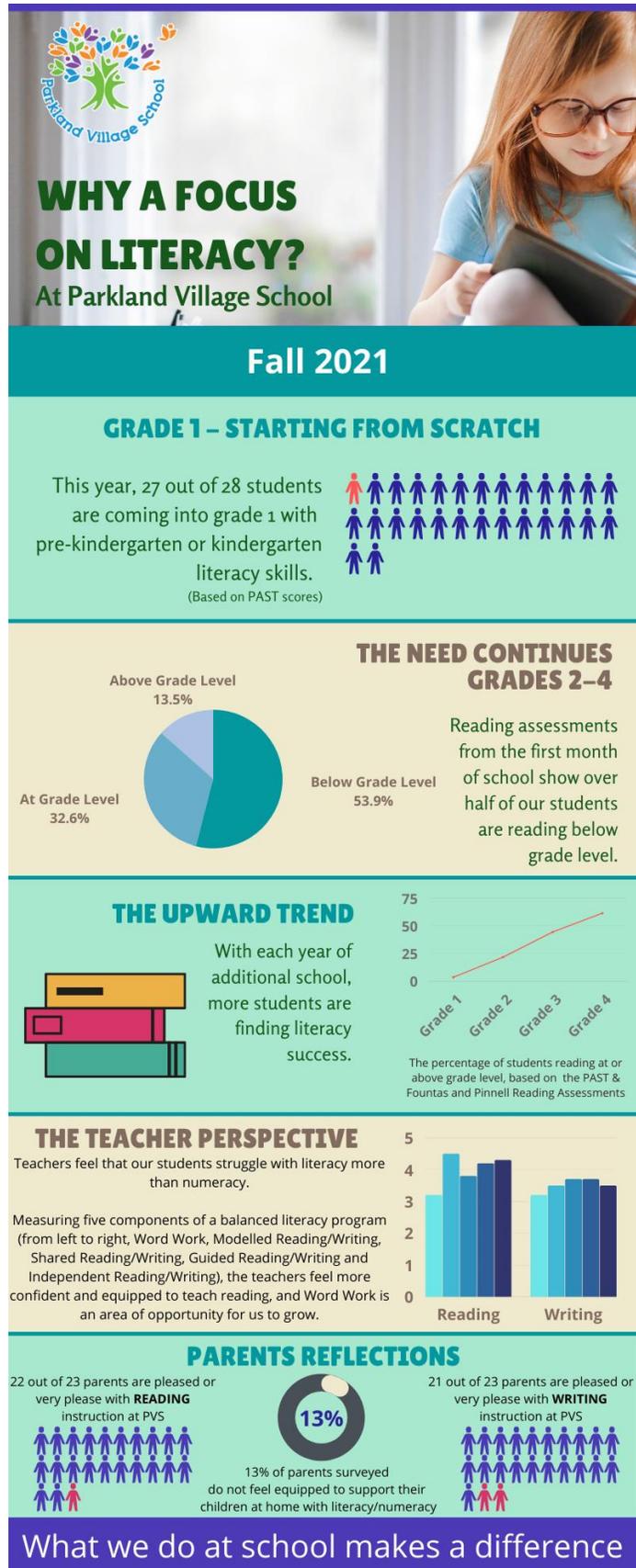
At the beginning of the 2020-2021 school year, we gathered data around our students' success in literacy and numeracy. The results are summarized below.

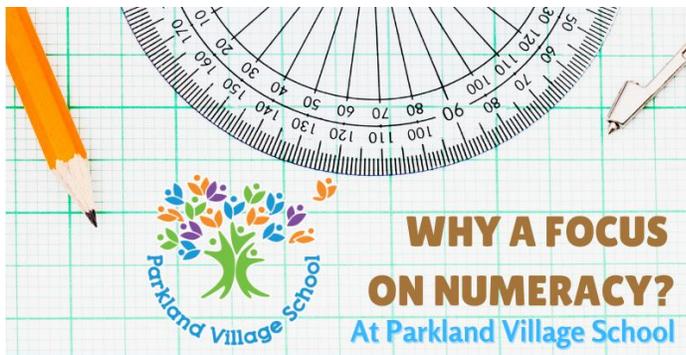


Summary of Progress – Fall 2021 Baseline Data

In the fall of 2021, we gathered screening data for literacy and numeracy as well as survey input from parents and teachers. This data review both reflects the progress from the previous year and acts as a benchmark for further growth. From our review of the data, we observe:

1. Students are entering school with a clear deficit in basic literacy skills.
2. Our literacy interventions are making a difference as students spend more time in school.
3. Despite this improvement, significant literacy gaps remain.
4. Teachers feel competent in teaching literacy overall.
5. Areas for Professional Development for teachers include Word Work and Writing Instruction.
6. Parents are overall very pleased with the instruction their children are receiving. This is a strength to build on.
7. There is a portion of our parents that feel they could be better equipped to support their children at home in the areas of Literacy and Numeracy.





Fall 2021

THE MATH STATS FOR GRADES 1-4

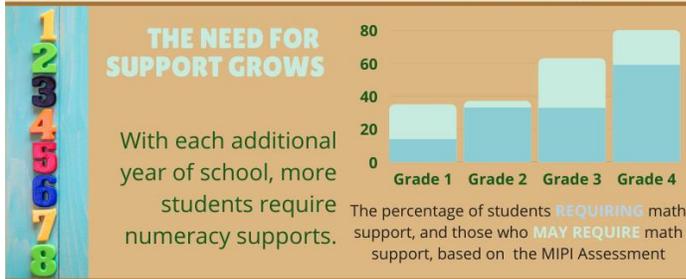
Extra Support Required
36.2%



No Extra Support Required
44.8%

May Require Extra Support
19%

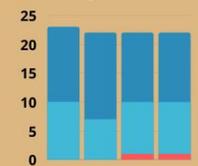
According to the beginning of the year math assessment (MIPI), over a third of our students in grades 1-4 require extra support in math, and another 19% may need additional math support as well.



PARENTS REPORT that their children find math to be...



Parents also report that for both literacy and numeracy, teachers...



Know My Child
Make Learning Engaging
Provide Extra Help When Needed
Communicate My Child Progress

Strongly Agree
Agree
Disagree

THE TEACHER PERSPECTIVE

Teachers perceive that our students are stronger in numeracy than literacy.

Teacher Confidence in Teaching Numeracy



What we do at school makes a difference

Observations continued...

8. Over half of our student are needing Numeracy support, and the percentage increases as the students spend more time in school. (Note: this contrasts with the trend in literacy).
9. Teachers feel generally competent to teach the main strands of numeracy.
10. Teachers feel the most confidence teaching fluency, and the least confidence teaching math reasoning.
11. Most parents report that their children are engaged and appropriately challenged in math.
12. Parents are very pleased with the teachers, learning, support and communication around the teaching of these basic skills.

Spring 2022 Update

Because of the strategies and interventions implemented during this school year, the large majority of students have seen substantial gains in both literacy and numeracy, and teachers have grown in their practice around word work and teaching for conceptual understanding.

We look forward to seeing the results of year end assessments to accurately measure the success of our work this past year.

Areas of Focus for 2022-2023

During the 2022-23 school year, Parkland Village School will focus its resources to build staff capacity and alignment of approach in the following areas:

- Continuing our work of making best practices in **literacy** and **numeracy** instruction for all learners universal in our school
- Continuing a culture of care and grace that supports all students where they are at, and helping them develop overall **wellness and character**

Both of these areas of focus support the overarching goal of maximizing success for every child in the school.

These areas of focus directly support the priorities of Parkland School Division as they are articulated in the 2022-2025 Education Plan.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
Learning Supports	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

Strategies

LITERACY

- **Writing Instruction** – With the support of push-in support from our literacy team at Parkland School Division, our teachers will develop consistent, thoughtfully sequenced, research-proven and authentic strategies for teaching writing. This work will be supported by the Writing Power resources developed by Adrienne Gear.
- **Universal Screening for Literacy Skills: Fountas & Pinnell Reading Assessments (F&P), the Phonological Awareness Screening Test (PAST) Assessments, Words Their Way Assessments and the HLAT** – All students in grades 1-5 will receive universal screening 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 below reading level 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 continuing 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

- **Universal Math Screening** - All students in grades 1-5 will be assessed to determine their proficiency in mathematics. Kindergarten is using the Brigance, Grades 1-3 will use the Alberta Ed Numeracy Screens, and Grades 4-5 will use the MIPI. The results of these universal screening tools 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 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 as well as balanced and effective math pedagogy.

These strategies include:

- Using a planning framework with a sequence of visualize/verbalize, conceptualize, proceduralize
- Number talks
- Subitizing
- Counting Collections
- Small group math instruction as a regular part of the math classroom

The expected outcome is to see a change of 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

- **Counselor on Staff** – We will have a designated counselor on staff, working one day a week. The focus on this position will be to support student wellness through universal instruction (whole class), small groups targeting specific skills/supports, and individualized supports when needed.

The expected outcome is to build common language, understanding and skill about student wellness throughout the school community, and, by responding to identified needs, help our most vulnerable students find success in learning and life. The goal is for the entire community to be equipped to support each other emotionally and socially.

- **Character Lab** – Focus monthly 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 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.
 - 2021-22: Introduced the character concepts in classrooms and newsletters
 - 2022-23: Build on this with focus on character in assemblies, morning announcements, monthly buddy time, and completing Character in Action projects. Staff will work together to develop a collection of recourses to teach and reinforce the character concepts.

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



- **Expanded Breakfast Program**

– Through the Breakfast Clubs of Canada, we will develop a daily breakfast program open to all students who desire to be a part of it. The goal is to provide healthy food in the mornings. This nutritional health is a foundation to learning and can also give a greater sense of community as students partake together in their cohorts. This is in addition to our current

Snack Attack program and healthy hot lunch (made in school) program run by our School Council.

The expected outcome is increased readiness to learn.

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

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

- **Student Health Council** – We will bring together interested students who can share ideas and feedback about how to make our school a healthy place to learn.

The expected outcome is more student buy in to initiatives as they have voice in the direction we take, and new and fresh ideas as we blaze the wellness trail together.

- **Love and Logic Parenting Class** – We will offer a six-week class on Parenting with Love and Logic, focusing on building parental capacity in responding to child behavior in a healthy, empathetic manner that promotes healthy relationships, sets healthy boundaries, and promotes thinking.

The expected result is to build consistency and a sense of team between home and school.

- **Nutrition Education and Modelling** – We will focus on providing information about nutrition and healthy eating options to our parent community through our newsletters.

The expected outcome is to see students coming with healthy lunch and snack options, giving them the nutritional foundation for learning and success.

- **Physical Activity Stations in School** – To physical activity in our school, we will add activity stations throughout the school to encourage student activity and healthy body breaks.

The expected outcome is students who are more active, which then promotes concentration and learning in the class.

Professional Development Plan

Literacy	Numeracy	Wellness
<p>With the support of divisional literacy leaders, teachers will be supported in implementing the Writing Power program while ensuring writing instruction is well sequenced, authentic, effective and consistent. This will involve direct training, modelling/feedback loops and release time for observation.</p>	<p>Teachers will be equipped to use the results of universal math screening tools to inform classroom instruction. Teachers will receive training in how to perform the math interviews, and will receive training/modelling for how to manage small group math instruction in the classroom and the best practices identified above. This will include both instruction from colleagues and release time to observe best practices in action.</p>	<p>Professional Development time will be provided for teachers to research and gather resources (print and digital) to support the Character Lab initiative.</p>
<p>Support Staff: Support staff will be part of the above learning. In addition, we will provide training for them to be more confident in leading small-group, teacher-designed instruction. For those supporting students with specific needs, training in strategies, equipment and PPE will be provided.</p>		