



# Development Plan

2023-2024

Parkland Village School

## Principal's Message – The Art of School Improvement

This Development Plan is the strategic roadmap to help our school move forward so that we can ensure we are providing the best possible opportunities for our students to develop the knowledge, skills and character traits necessary to thrive in life and



positively contribute to their world. Too often, strategic plans are a collection of charts and data, strategies and bullet points, and the appearance of the plan can easily make it appear as though school growth is a simple systematic process of sequential steps that lead to a goal.

The reality, however, is that the process of moving ahead as a school is full of art and nuance. It is about the individual stories of students and teachers, and how their stories collide to weave an exciting narrative of learning. It is about how individual actions and decisions every day, when done with intent and expertise, come together to make something amazing, like individual instruments come together to play a symphony.

To truly succeed as a school, just like art, it takes intentionality and skill combined with passion and creativity, all responding to the changing canvas – our students! And the result? Magnificent masterpieces in process!

It is my hope that as you read our plan, you can imagine the art that lies behind it and the passion we have to really impact the lives of our students.

# The Context

Parkland Village School had its inaugural year in 1984. Built in the mobile home community of Parkland Village, Parkland Village School began as a small K-6 elementary school, and, beginning in 2005-2006, PVS became a K-4 Early Years school. In the fall of 2022, we expanded to become a K-5 program, and in 2023 the school will expand to offer grade 6.

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.

# The School

(2022-23 Profile)

**Principal:** Todd Hennig

**Address:** #28 – 53222 Range Road 272  
Spruce Grove, Alberta T7X 3X6

**Phone Number:** 780-962-8121

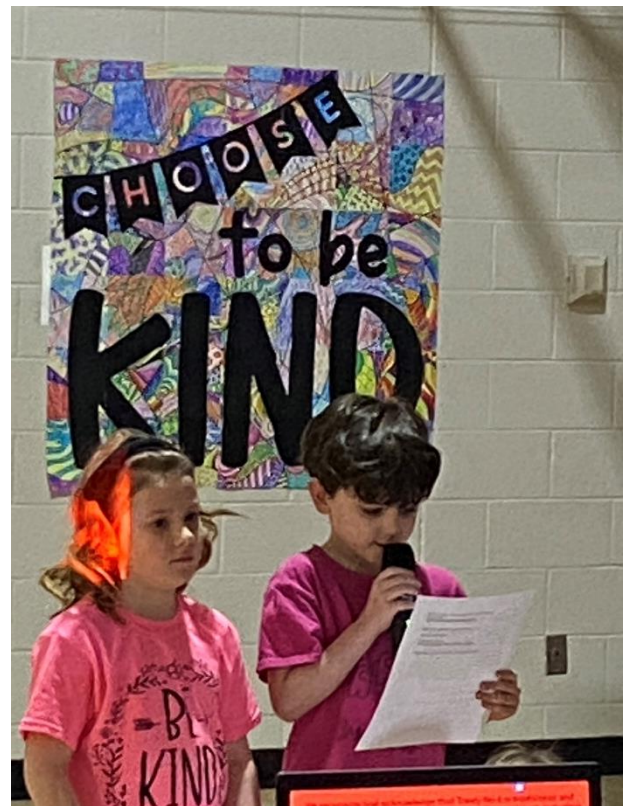
**Grades Offered:** Kindergarten – Grade 4

**Enrollment:** Total 156 (148 FTE)

- **Kindergarten:** 18
- **Grade 1:** 24
- **Grade 2:** 24
- **Grade 3:** 30
- **Grade 4:** 24
- **Grade 5:** 36

**Number of Certificated Teachers:** 9 (8 FTE)

**Number of Support Staff:** 9 (7.7 FTE)

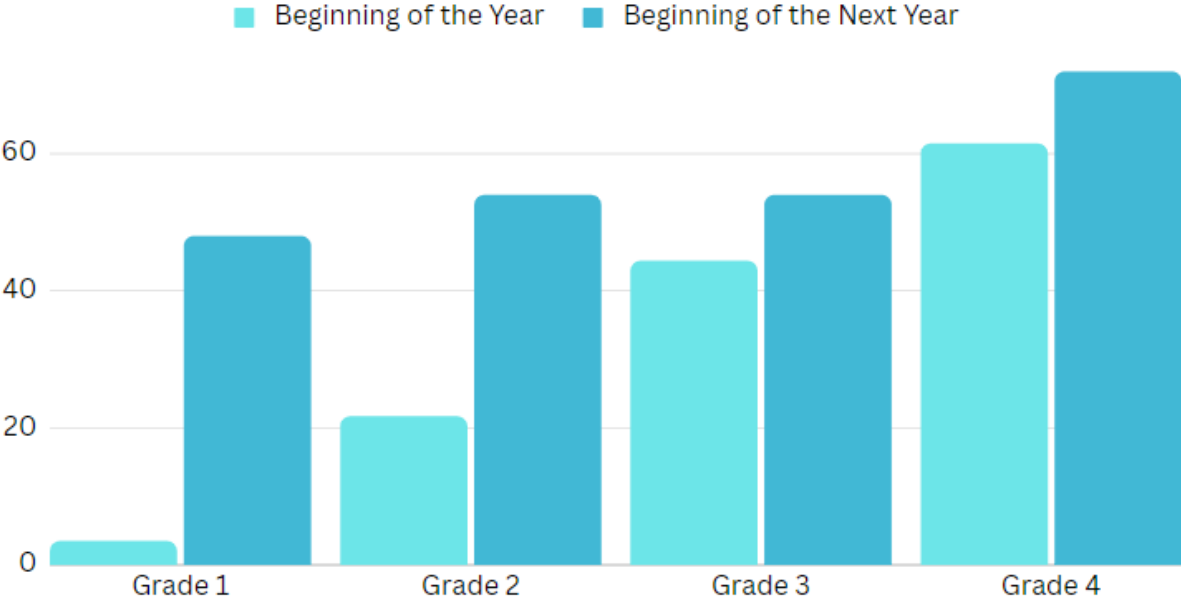


# Summary of Progress – Fall 2022 Baseline Data

At the beginning of the 2022-2023 school year, we gathered data around our students’ success in literacy and numeracy. The results in literacy and numeracy are summarized here.

## LITERACY (comparing the fall of 2021 to the fall of 2022)

- The first thing we noticed about our reading levels was that our Grade 1s came in better prepared than the previous cohort did a year earlier. In 2021, only 3.5% of our students were at a literacy level we would expect. In 2022, 58% were at a beginning grade 1 literacy level.
- The second learning from the data is that, when we followed the same groups of children from one grade to the next, without exception, the students had made gains. Note that in the chart below, it tracks the growth made for each of our grades over the course of the year.

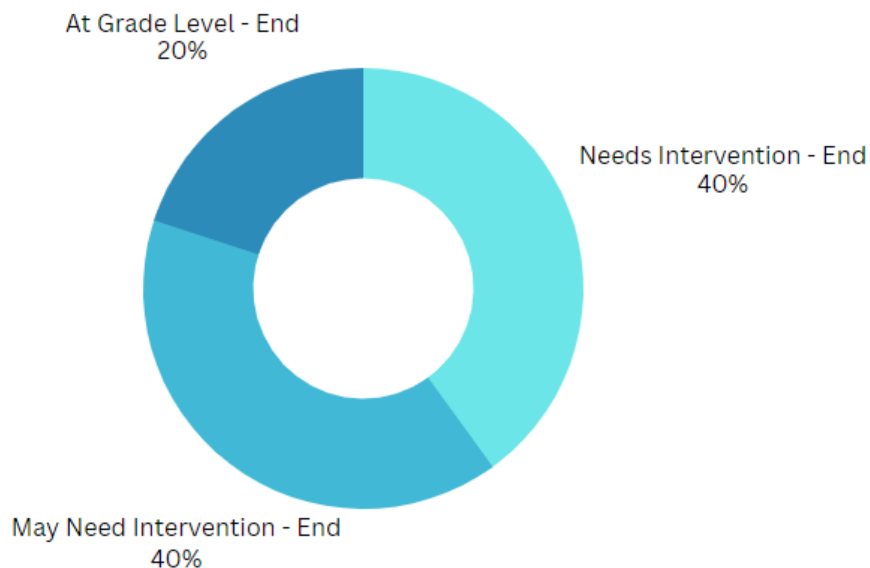
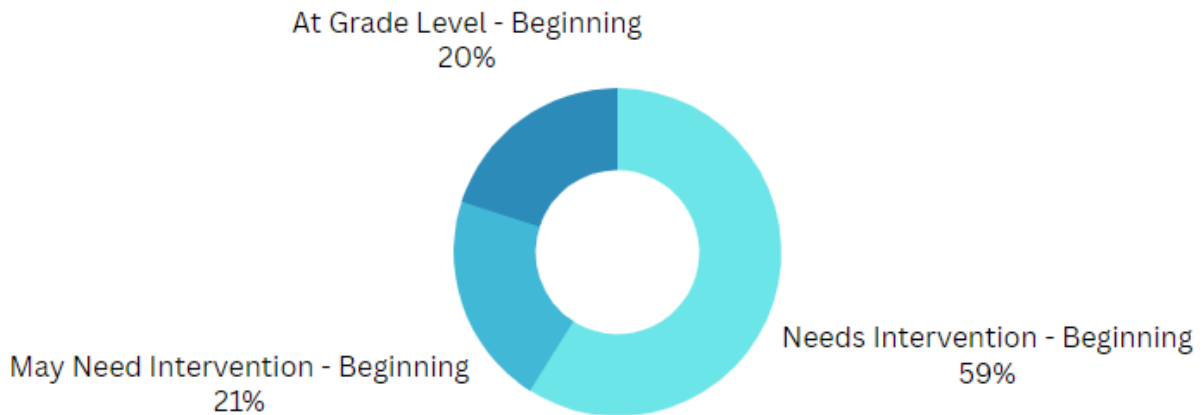


- We noticed as students spend more time in school, receiving classroom instruction and interventions, more of them are having success. This trend was true in both years.
- Finally, we still have a significant number of students – nearly 43% – reading below grade level. Our focus on literacy is making gains but continued focus is still needed.

## NUMERACY

To measure growth in our numeracy results, we looked at our grade 4s from the 2021-22 year. We were able to give them the same assessment at the beginning of the year – the MIPI, and then at the beginning of the next year (fall of 2022), which tells us how much they progressed during the year.

### GRADE 4 MIPI RESULTS



As you can see, although we have the same percentage of students not needing intervention, some of those who were struggling the most have seen some improvements. A focus on Numeracy continues to be relevant in our school.

# Areas of Focus for 2023-2024

During the 2023-24 school year, Parkland Village School will continue to 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 2023-2026 Education Plan.

- Specifically, the division's primary domain is **STUDENT GROWTH AND ACHIEVEMENT** – students are naturally at the center. This domain is intended to produce the outcomes of both student success (Outcome #1) and wellness (Outcome #2).
- The second divisional domain encompasses **TEACHING AND LEADING** as teachers and school leaders interact with our learners each and every day. Under this domain, the division envisions staff building systems and structures to promote success and wellbeing (Outcome #3), with specific outcomes in promoting literacy and numeracy (Outcome #4)



## Strategies

### LITERACY

This past year, our staff spent considerable time and energy learning about and implementing the best, research based practices around literacy, and together we developed a literacy framework for our school that clearly outlines the literacy components that will be found in each classroom. These components include:

- **Overarching Principles of Literacy**

- **Assessment:** All students in kindergarten and 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 teachers will use the assessment data to inform their instructional goals and that students requiring literacy intervention will be identified early. As a school, we need to ensure that we have valid and reliable data to evaluate and adjust our approach to literacy instruction and intervention.

- **Content of the Program:** Classroom teachers will incorporate the following aspects into their literacy programs:

- Phonological Skills
- Focus on Phonics with a specific scope and sequence
- Letter Formation (printing and cursive)
- Sight Words
- No-Excuse Spelling Words
- Specific Writing Forms and Structures
- Read Alouds

- **Classroom Strategies to Teach the Content:** In order to teach the content above, teachers will use the following strategies:

- Intentional Conversation/Focus on Oral Language
- Daily Writing
- Whole Group Mini-Lessons, teaching skills of reading and writing
- Small Group Instruction, targeted to individual needs
- Word Work
- Visual Anchors



- **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 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 past year we also developed a pyramid of intervention describing how we support students in literacy.

In 2023-24, our focus will be to work the plan we developed throughout this year and support teachers as they make it alive and relevant in their classrooms. Divisional literacy staff will actively support the implementation of this plan as they support individual teachers.

## NUMERACY

In numeracy, we will continue our work on:

- **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 inform teachers about the priorities of their instruction, help the school identify students who require numeracy intervention and will also provide data that allows us to measure both student progress and intervention success.

The expected outcomes are that teachers will be able to target their classroom instruction to meet student needs and that students requiring numeracy intervention will be identified early and that as a school.

- **Math Assessment Interviews** – Our teachers have been 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 assessment screens. 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. Our staff leading the interventions will meet with divisional leaders 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.

- **Building Thinking Classrooms:** Several teachers have started experimenting with Thinking Classroom strategies, with the goal of increasing student engagement and critical thinking and problem solving skills.
- **Collaborative Response** – We have developed a pyramid of intervention for numeracy to guide our numeracy supports for students.



In 2023-24, we will continue these initiatives. In addition, all staff will be more intentionally introduced to the Thinking Classroom approach. We will also develop a Numeracy Framework for our school, like we did in Literacy this past year, to consolidate all of our learning around Numeracy and set clear expectations and supports for classroom programming.



## STUDENT WELLNESS

This past year we focused on:

- **Counselor on Staff** – We, for the first time, had a designated counselor on staff, working one and a half days a week. The focus on this position is to support student wellness through universal instruction (whole class), small groups targeting specific skills/supports, and individualized supports when needed.
- **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.

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 have developed 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.
- **Student Opportunities for Involvement and Leadership** – We developed 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.
- **Physical Activity Stations in School** – To physical activity in our school, we added activity stations throughout the school to encourage student activity and healthy body breaks.

In 2023-24, we will continue these initiatives and also:

- **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.
- **Train our staff in Therapeutic Drumming** as an added strategy to help students self-regulate and build community.
- **Breakfast Program** – We received a grant to purchase instapots to increase the variety of food we can offer, and we will adjust our processes to make access to food more universal.

## Professional Development Plan

Literacy	Numeracy	Wellness
With the support of divisional literacy leaders, teachers will be supported in implementing the Literacy Framework described above.	Teachers will receive support in building proficiency in the skills described above and will together read Building Thinking Classrooms and work at implementing the strategies in the book. We will also collaboratively build a numeracy framework for our school.	Teachers will receive training in Therapeutic Drumming.
<b>Support Staff:</b> 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.		