



# Development Plan

2024-2025

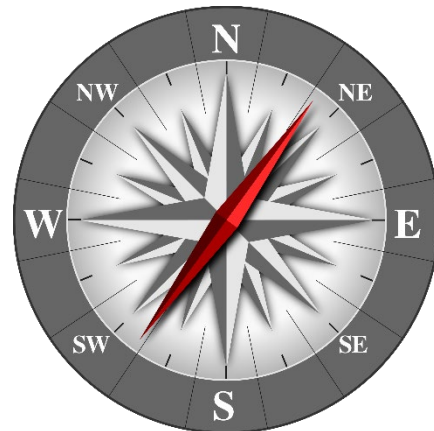
Parkland Village School

## Principal's Message – Moving in the Right Direction

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.

Those on a journey benefit from knowing both where they are and what their destination is, and it also helps to have the tools to ensure they are heading in the right direction. Whether in the woods with a compass or a vehicle with a GPS, checking whether or not we are on track and heading toward our final goal is a constant task, especially when the trail is unfamiliar or complex.

As a school, this Development Plan lays out where we are, our destination, and our planned route to get there, even though it is at times unfamiliar and complex, with unexpected obstacles popping up here and there along the way. We do not only keep moving forward on the path that lays ahead of us, we use the tools we have to ensure we are still on the right path. Direction and momentum are both essential, because vision without movement is fruitless, and movement without a clear destination becomes tiresome and tragically unproductive.



This plan lays out our goals/destination for the year and serves as our compass as we ensure we stay on course, maintaining the momentum we've built over the past years.

I'm excited to invite you on our journey as a school and celebrate the progress we make.

Todd Hennig  
Principal

# 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 expanded to offer grade 6 once again.

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

(2023-24 Profile)

**Principal:** Todd Hennig

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

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

**Grades Offered:** Kindergarten – Grade 6

**Enrollment:** Total 175 (167.5 FTE)

- **Kindergarten:** 15
- **Grade 1:** 25
- **Grade 2:** 24
- **Grade 3:** 24
- **Grade 4:** 30
- **Grade 5:** 26
- **Grade 6:** 31

**Number of Certificated Teachers:** 9 (8.25 FTE)

**Number of Support Staff:** 10 (7.8 FTE)



# OUR STARTING POINT – Fall 2023 Baseline Data (Results from 2022-2023)

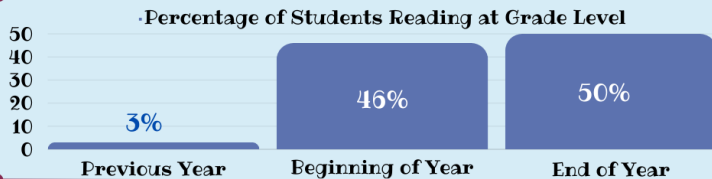
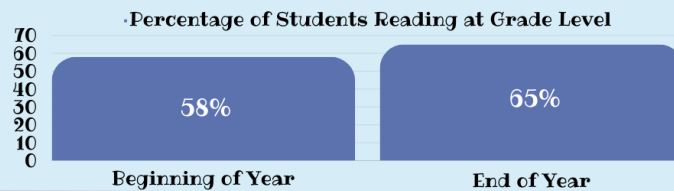


Parkland Village School  
2022-2023

## Growth in Reading

At Parkland Village School, we have been prioritizing literacy, and specifically reading instruction over the last number of years. This includes a focus on research-based classroom approaches, direct instruction with phonemic awareness at the younger grades, phonics instruction, and small group targeted instruction for all students in the classroom. We also have targeted literacy intervention groups for those identified as needing additional support. The results of this hard work are evident in the data below.

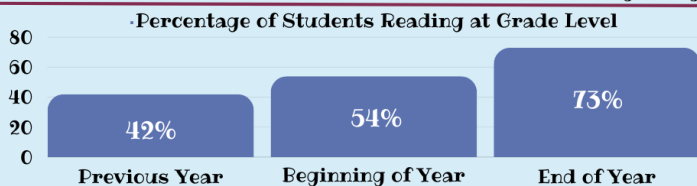
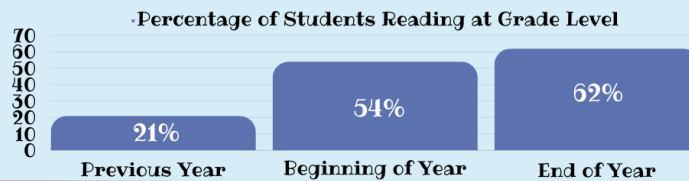
### Grade 1



### Grade 2



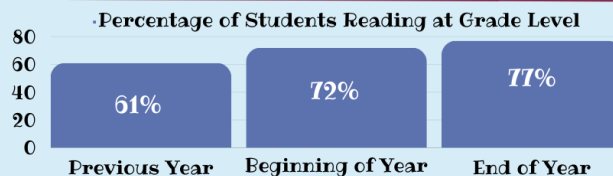
### Grade 3



### Grade 4



### Grade 5



## What are the Trends?

- Every cohort of students has seen progress. The longer they are learning with us, the fewer need intervention. That is a success worth celebrating.
- As students progress through the grades, more and more find reading success. More instruction and intervention results in more success.
- We still have 26% of our students reading below grade level... our work is not done!



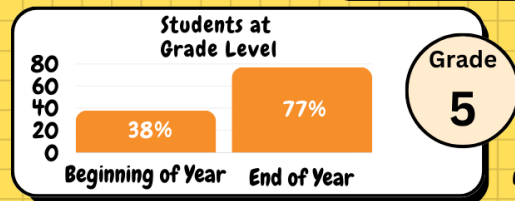
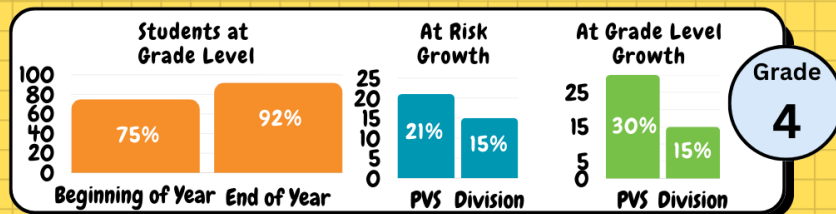
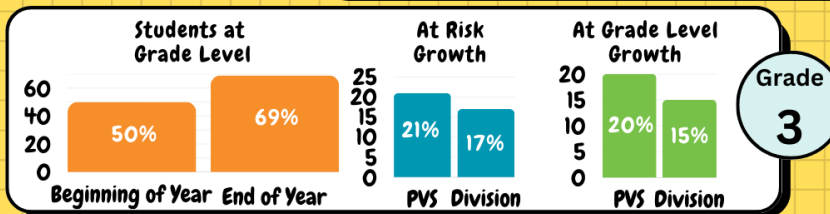
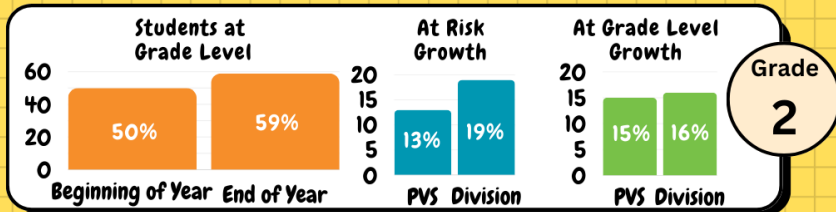
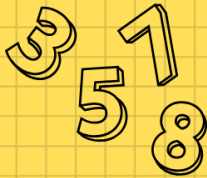
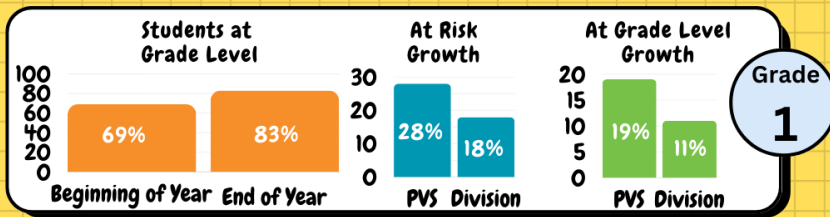


# Parkland Village School Numeracy Progress

2022-2023

Our school has been working hard helping our students become confident mathematicians. Teachers have been incorporating opportunities for students to visualize and talk about math, build a strong conceptual understanding, and learn procedures to become fluent, flexible and proficient as they put math into action.

The data below shows that we are helping more and more students have success, and that all of our students are growing, both those who were at risk at the beginning of the year and those who were at grade level. Results compared to divisional averages are strong, but there is still much work to do!



Note: The grade 1-4s wrote the Alberta Education Assessment and the Grade 5s wrote the MIPI, which explains why data is presented differently.

# PARKLAND VILLAGE SCHOOL STUDENT WELLNESS

2022-2023



## THE SOS-Q

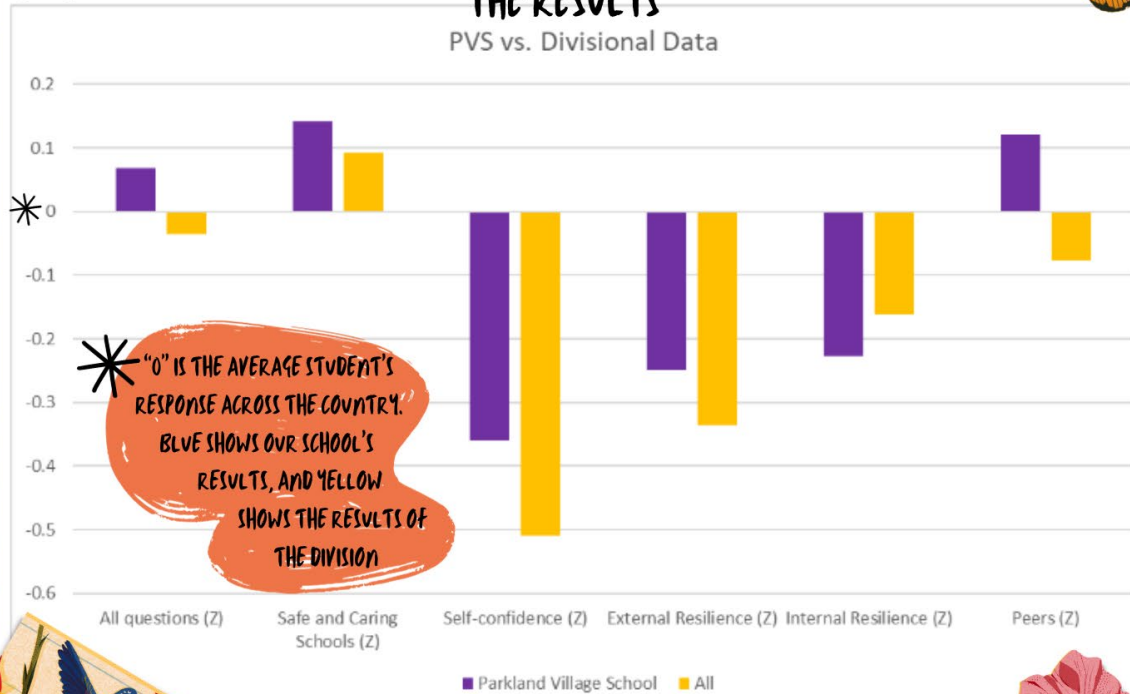
The School Orientation to School Questionnaire (SOS-Q) is a measure of each student's perceptions of their own self-confidence and resilience, as well as how they perceive their school and peers. This is the first year Parkland Village School had students (grades 4 & 5) complete the survey, and the results show that our students have strong perceptions of their school as a safe and caring place and of their peer relationships. Self-confidence and resilience are areas we can focus on offering greater supports for our students. Overall, with the exception of Internal Resilience, our students show stronger results than those of their peers in the division.



Spring '23

## THE RESULTS

PVS vs. Divisional Data



## Summary of Results from 2022-2023

### Key learnings include:

- We have built a school community that is valued by our students, parents and staff. However, as we add grades, we need to ensure all students are finding success.
- Our school has built a strong culture over the years, and this culture is the foundation for us to help every child find success in learning and life.
- We are making substantial gains in both literacy and numeracy learning.
- Significant needs remain in the areas of both literacy and numeracy, so continued focus on our classroom instruction and intervention programs in these areas are appropriate.
- Our students show strengths in their perceptions of our school as a safe and caring place as well as with their peer relationships.
- There is a need for us to be supporting our students in developing resilience, both internal and external, and in self-confidence. Our focus on character, the supports offered by our counselor, and our work toward universal social emotional learning is still beneficial and needed.



# OUR DESIRED DESTINATION -

## Areas of Focus for 2024-2025

Our goal for this school year is to help all students become strong in literacy skills, numeracy skills and positive character, so that they can thrive in life and positively contribute to their school community, families, community and world.

To accomplish this, 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, expectation, 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.

- Initiating staff learning around Indigenous perspectives. Staff members have been focusing on this independently, but we have not as a collective staff taken part in common learning experiences around Indigenous history and perspectives. We will add this to our plan for the 2024-2025 school year.



These areas of focus directly support the priorities of Parkland School Division as they are articulated in the Division's 2024-2027 Education Plan.

- Specifically, the division's outcome 1: **Students and Staff Demonstrate Success** includes objectives that address expanding student success in literacy and numeracy (Objective 1.1).
- The second divisional outcome is **Students and Staff Demonstrate Well-Being**, with the following objectives that align to our school priorities:
  - Objective 2.1: Students and Staff Demonstrate Social-Emotional Development and Increased Mental Well-Being.
  - Objective 2.2: Staff Build Support Systems and Structures That Promote Success and Well-Being.
  - Objective 2.3: Support Systems Effectively Promote Care, Respect and Safety.
- Divisional Outcome 4: **First Nations, Metis, and Inuit Students are Successful**.
  - Objective 4.2: Staff Demonstrate Indigenous Foundational Knowledge.





# THE ROAD WE'LL TRAVEL - Strategies

## LITERACY

Over the past two years, 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 1-6 will be 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
  - Word Work/Morphology
- **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 and Exemplars

- **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.

We have expanded the number of staff being trained to lead our literacy intervention groups to facilitate less disruptive schedules as students receive the interventions. Ongoing training of these staff members is a priority in our plan.

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.

In 2024-25, our focus will be to work the plan we developed 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. There will be increased focus on writing instruction.

We will continue to use benchmark assessment data to measure the number of students whose literacy skills are at or above grade level.



## NUMERACY

In numeracy, we will continue our work on:

- **Universal Math Screening** - All students in grades K-6 will be assessed to determine their proficiency in mathematics. Kindergarten is using the Brigance, and Grades 1-6 will use the Elk Island Catholic School math assessments. 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 we can put a plan into place to fill any gaps of understanding.

- **New Mathematics Curriculum** – 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

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:** Our teachers have been introduced to the Thinking Classroom approaches and are incorporating this into their instruction.

In 2024-25, we will continue these initiatives. We will continue to develop a Numeracy Framework for our school, like we did in Literacy, 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** – Our counselor will continue to support universal, small group and individual needs of our students and school community. This is a valuable support system that is invaluable.
- **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.
- **Student Health Council** – A teacher-led group of students met to discuss what a healthy school is and they took action to plan recess activities to facilitate active play.

In 2024-25:

- In addition to continuing the work from last year, we will develop a **Comprehensive Positive Behaviour Plan** with the goals:
  - That every student is engaged in learning and contributing to the positive culture of the school and develops strong character
  - That a safe, caring and productive learning environment is maintained for all.

In order to accomplish this, we will build a plan to (a) clearly define and teach expectations, (b) promote and celebrate good behaviour and strong character, and (c) remediate and correct behaviour that works against our goals.

## INDIGENOUS PERSPECTIVES

As “Applying Foundational Knowledge of First Nations, Metis and Inuit” is an important part in the Teacher Quality Standard of Alberta, our teachers and staff have been working on their own to grow in their personal understandings of Indigenous perspectives. With that said, we have not spent time collectively walking this journey together as a staff.

In the coming 2024-2025 school year, we will as a staff take part in some shared learning around Indigenous perspectives through professional learning and reading.

The desired outcome is a greater appreciation and understanding in this area that will translate into the educational experiences planned for students, so that they too can walk this learning journey with us.



## 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. We will also collaboratively build a numeracy framework for our school.	Teachers will work collaboratively to research and implement a proactive plan to promote positive behaviour and appropriately respond to inappropriate behaviour.
<b>Indigenous Perspectives:</b> Our entire staff will take part in the Blanket Exercise (the majority have never been part of this activity before), and we will utilize the ATA Stepping Stones resources to further our collective understanding.		
<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 literacy intervention.		