



Parkland Village School Development Plan 2025-2028

Principal's Message – The Right Formula

When learning mathematics, students are introduced the power of formulas. We likely remember that the area of a rectangle is the product of the base and the height ($A=b \times h$) and that the Pythagorean theorem is $a^2 + b^2 = c^2$.

Just as these formulas help us solve mathematical problems, there is a formula that also helps us navigate our journey as a school.

Vision + Mission + Values + Context = Priorities and Strategies

As a school and school division, our mission and values form a steady foundation for all that we do. These do not often change, which provides stability for our organization. We know why we are here and what beliefs guide us.

Our Vision – Where We Are Going

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission – How We Will Get There

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.

Our Ultimate Goal – The Reward for Getting There

Student Success and Well-being

Our Values – What Guides Us

- Learning opportunities that are purposeful, essential, relevant, authentic and responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and,
- Resilience with self-awareness.

The part of the formula that is more fluid is our context. We need to consider the needs of the students and families we are serving today, and these likely differ somewhat from the needs that existed yesterday. We need to look at our past results so that we can build on successes and shore up any gaps. We need to respond to outside factors such as enrollment and finances.

You will notice that our current context is driving some of our priorities and strategies in this plan. I invite you to dig into our plan, and see how we are meeting our ultimate goal of student success and well-being here in the present context of Parkland Village School.



Todd Hennig
Principal



The History of Our School

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.

Our School - Now

(2024-25 Profile)

Principal: Todd Hennig

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

Phone Number: 780-962-8121

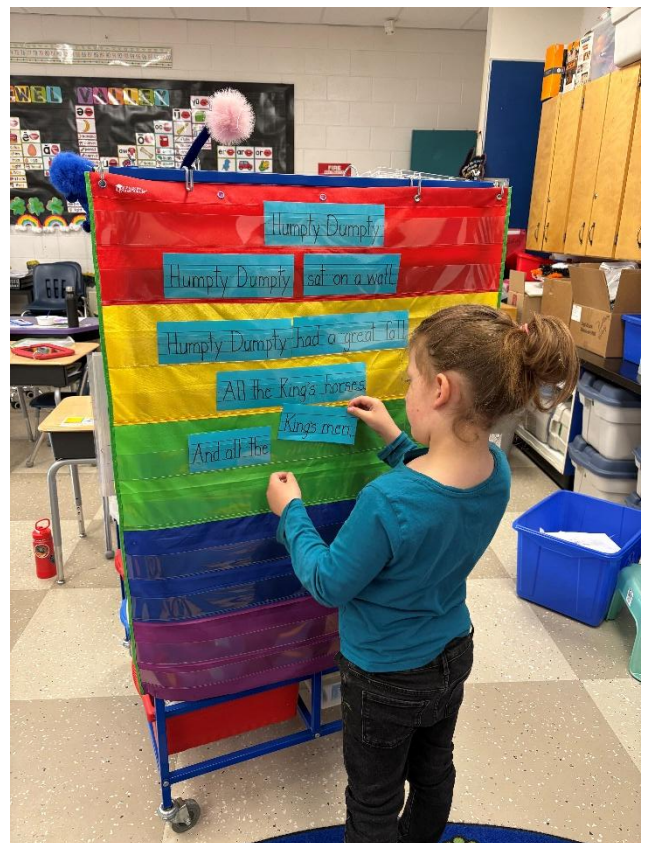
Grades Offered: Kindergarten – Grade 6

Enrollment: Total 152 (140.5 FTE)

- **Kindergarten:** 23
- **Grade 1:** 15
- **Grade 2:** 22
- **Grade 3:** 23
- **Grade 4:** 22
- **Grade 5:** 25
- **Grade 6:** 22

Number of Certificated Teachers: 9 (8.25 FTE)

Number of Support Staff: 7 (6.5 FTE)



OUR CONTEXT

Summary of Results from 2023-2024

Celebrations:

- We can celebrate that our school is recognized for being caring and supportive of students.
- We can celebrate that our entire school community – parents, students and teachers – recognize that our school offers a high quality of education.
- We can celebrate the progress we have made in helping students move forward in the areas of literacy and numeracy.
- We can celebrate that parents see that our school is a welcoming place to be.
- We can celebrate that the level of satisfaction with parental involvement in the school has improved.

Opportunities:

- We recognize that there is still much work to do to help all students progress in literacy and numeracy skills.
- Multiple measures show that we have a need and opportunity to build a positive culture of student respect in our school.
- We have an opportunity to design more experiences that have students serve our community.
- We have an opportunity to better communicate the supports we have available to students, especially helping them with non-academic concerns.
- We have a need and opportunity to focus on grade 6 programming, striving for improved results in future PATS, both in the number of students achieving the Acceptable Standard and those achieving the Standard of Excellence.

New Realities

Because of declining enrollment and budget limitations, we have had to reduce our staffing for the coming year. This will result in four split-grade classrooms. This reality will drive some of the priorities and strategies in our plan.

OUR PRIORITIES

Our goal for this school 2025-2026 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, families, community and world. The challenge this year is that, due to declining enrollment, four of our classrooms will have split-grades. This reality will require additional supports for teachers as they ensure students are thriving.

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, in the context of split grade classrooms
- Continuing a culture of care, expectation, and grace that supports all students where they are at, and helping them develop overall **wellness and character**
- Increase opportunities for **engaging, hands-on, active learning** for all students

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. This focus was first added to our 2024-2025 development plan and will be continued this year.

These areas of focus directly support the priorities of Parkland School Division as they are articulated in the Division's 2025-2028 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 3: **First Nations, Metis, and Inuit Students are Successful.**
 - Objective 3.2: Staff Demonstrate Indigenous Foundational Knowledge.



OUR STRATEGIES

LITERACY

Over the past three 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:

- **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 2025-26, our focus will be to work the plan we developed and support teachers as they make it alive and relevant in their classrooms, with a focus on how to organize literacy instruction efficiently in a split-grade classroom context. 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.

- **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:** We will build on the learning we have done around best practices over the last number of years. These high impact strategies include:
 - Using a planning framework with a sequence of visualize/verbalize, conceptualize, proceduralize
 - Number talks
 - Subitizing
 - Counting Collections

We will also focus in how to organize numeracy instruction in a split-grade context to maximize efficiency.

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.



STUDENT WELLNESS

We will continue to build on the work we have done over the past few years:

- **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.

- **Continued 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 Hot Lunch) 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.
- **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.
- **Emphasis on Increased Student Attendance**

ENGAGING, HANDS-ON, ACTIVE LEARNING

Recognizing that our students experience the greatest level of learning engagement when instruction is designed to be active, hands-on, creative, and exploratory, we will focus this year on designing and equipping spaces in the school to facilitate these learning approaches. We will also provide professional learning and collaboration time to help teachers learn the best approaches to build into their instructional planning.

The expected outcome is an increase in the number of students actively engaging in the learning, and as a result, greater academic achievement.

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. Last year was the first year we built this into our school-wide priorities, devoting corporate professional learning time to the learning.

In the coming 2025-2026 school year, we will as a staff take part in additional 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

Instruction	Wellness and Character	Active Learning
With the support of divisional literacy leaders, teachers will be supported in implementing the Literacy and Numeracy priorities described above in the context of split-grade classrooms. This will include training through the ATA on the use of Artificial Intelligence to build efficiencies for teachers.	Staff will receive support in implementing the social/emotional component of our school's behavioural plan.	Teachers will be supported in designing hands-on, creative, exploratory, and active learning approaches.
Indigenous Perspectives: We will be trained in the use of the Indigenous Map and utilize the ATA Stepping Stones resources to further our collective understanding.		
Support Staff: Support staff will be part of the above learning.		

