



**Prescott Learning Centre  
Development Plan  
2022-2023**



# School Profile

Prescott Learning Centre is a K-9 school located on the eastern side of Spruce Grove, Alberta. With a population of about 950 students, Prescott is one of the larger schools within Parkland School Division. Prescott Learning Centre is a student-centered, innovative, digital learning center that strives to create authentic opportunities for all learners to succeed. Imagination, creativity, innovation, critical thinking, communication, engagement, leadership, empowerment, respect, and resiliency are foundational to our school culture.

## Priority Areas for 2022-23


After reviewing data from a variety of sources compiled over the past two years we have identified four main priority areas that will form the central themes of our work for the 2022-23 school year. Establishing these priority areas will help us to ensure that we remain focused on continuing to improve them this year and beyond. Our Literacy and Numeracy scores have shown improvement over the past two years and continued focus on evidence-based teaching practices will help students to develop a solid foundation of understanding. As we continue to emerge from the stresses and realities of the COVID 19 Pandemic we expect that mental health and availability of service will continue to be an important component of the work we do. It is critical that students and families have access to timely support and feel connected to their school communities.


## Defining Success


We define success in multiple ways at Prescott Learning Centre. Students are at the heart of everything we do, and success for one often looks different than success for another. Success to us is when we see both student progress, and student involvement in co-creating the criteria of academic and social success for each and every student. We believe each and every student has a place in our building.


### 4 Key Areas

#### PLC'S PRIORITIES 2022-2023

- **Literacy Development**

We use evidence-based practices to deliver high-quality learning opportunities where students develop the necessary literacy skills to be successful in today's world.
- **Numeracy Development**

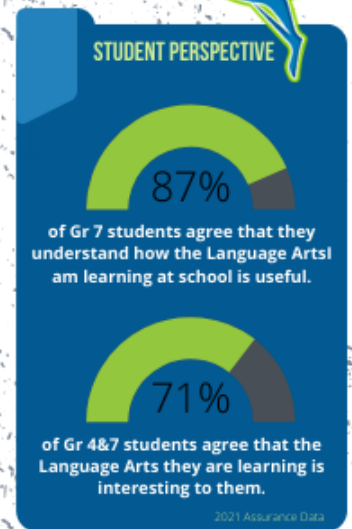
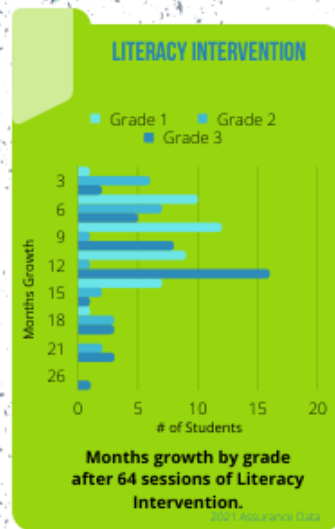
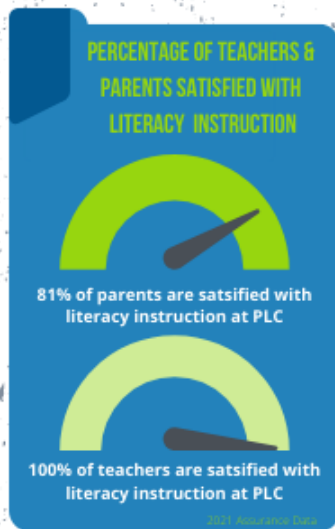
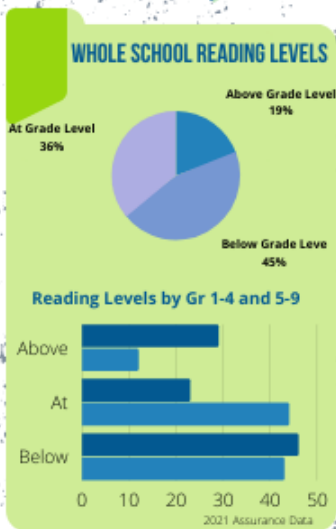
We create numeracy-rich environments where students have the opportunity to learn and explore in order to develop an understanding of why the mathematical world works the way it does.
- **Improved Mental Health**

We endeavor to create a positive mental space for students to grow and thrive. We ensure the availability of timely mental health support and connections when required.
- **Embrace Diversity**

We believe in the creation of an environment built on a foundation of mutual respect for each other and ourselves. Everyone is welcome at Prescott no matter you race, religion or sexual orientation.



# Literacy - Current Reality



## Literacy - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Focus on data collection & analysis K-9 using age/grade appropriate tools to develop an understanding of student strengths/areas for growth.	School staff have a deeper knowledge of individual areas of need and can better target instruction to address gaps and provide intervention.	Benchmark Assessments, Surveys, Anecdotal Data
Prioritize school-level literacy specialists to support the implementation of literacy programming.	A literacy specialist acts as a support and conduit for best practices to support literacy development. The literacy coordinator will oversee literacy intervention programs in classroom-based and site-based programs.	Staff Survey, Collaborative Wrap Around Meetings
Continued implementation of Intensive Phonological Awareness program as universal support in K-3 classes.	Students have access to embedded supports within the classroom to address gaps and improve skills. Students support each other in the development of strong phonological awareness skills.	Student Specific Data



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## Numeracy Development

We create numeracy-rich environments where students have the opportunity to learn and explore in order to develop an understanding of why the mathematical world works the way it does.



# Numeracy - Current Reality



### PERCENTAGE OF TEACHERS & PARENTS SATISFIED WITH NUMERACY INSTRUCTION



95% of parents satisfied with numeracy instruction at PLC.



97% of teachers satisfied with numeracy instruction at PLC.

2021 Assurance Data

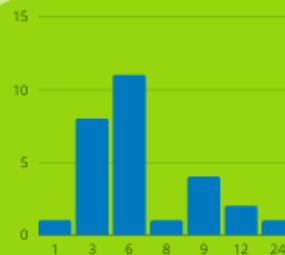
### LEARNING LOSS INTERVENTION COHORT



58/203 students in gr 1-3 were identified as requiring numeracy intervention in 2021-22 as part of the COVID Learning Loss Grant from AbEd.

COVID Learning Loss Data - Apr 2022

### TARGETED NUMERACY INTERVENTION IMPACT



On average, after 4 months of intervention, students improved approximately 6 months according to the Learning Trajectories stages.

COVID Learning Loss Data - Apr 2022

### STUDENT PERSPECTIVE



78% of Gr 7 students agree that they understand how the mathematics I am learning at school is useful.



56% of Gr 4&7 students agree that the math they are learning is interesting to them.

2021 Assurance Data

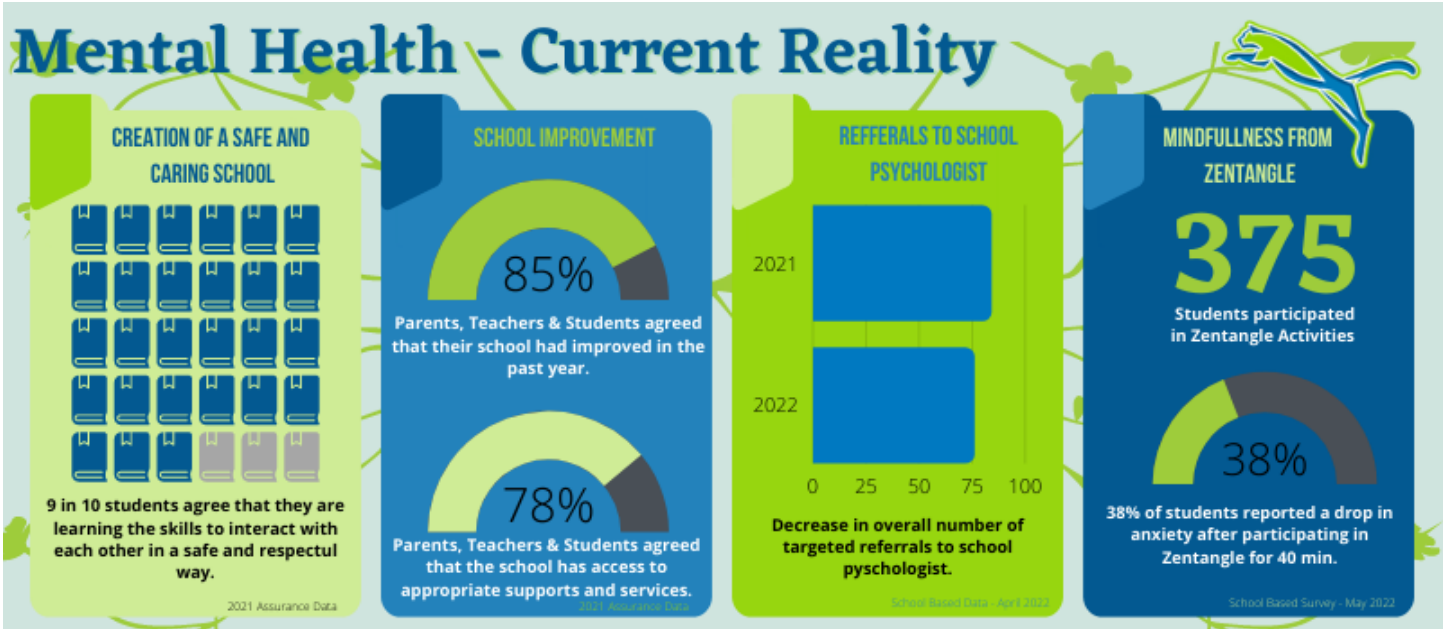
## Numeracy - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Prioritize school-level numeracy specialists to support the implementation of numeracy programming.	Numeracy specialist acts as a support and conduit for best practices to support numeracy development through at-elbow support for classroom teachers. The numeracy specialist also supports through in-class modeling and classroom visits in addition to overseeing numeracy intervention programs in classroom-based and site-based programs.	Staff Survey, Collaborative Wrap Around Meetings
Continued incorporation of small group numeracy instruction at the classroom level.	Similar to literacy the use of small group numeracy instruction has had a significant positive impact on students' achievement. Also, because small groups are more targeted in nature it is easier to find a just-right fit for students to be successful.	Student-specific data and recognized gains as a result in participation.
Whole school administration of Math Intervention Programming Instrument (MIPI) two times per year.	Students requiring numeracy intervention will be identified early and as a school, we will have valid and reliable data to evaluate and adjust our approach to numeracy intervention.	MIPI Results, Number of students requiring intervention.

Implementation of Math Assessment Interviews for struggling students as identified by MIPI testing.	Staff will develop a deeper understanding of student gaps in numeracy understanding and increase teacher capacity with understanding numeracy instructional practices.	Student progress/ gains as a result of participation in the interview process.
Focus on conceptual understanding based instructional practices through the use of number talks, counting collections, number sense routines, fact fluency activities & other strategies.	Teachers will focus on helping students to come to understand why things work the way they do in math, not just memorizing straight algorithms. Through the use of interviews and conversations, teachers will help students build their understanding of the mathematical world.	Teacher & Student Surveys
Continued implementation of Targeted Numeracy Intervention program from COVID Learning Loss Grants.	Our numeracy intervention groups will offer regular mini sessions 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.	Student-specific data and recognized gains as a result in participation.
Intentional planning of numeracy-based whole school activities (alternating months of Drop Everything and Read - DEAR and Drop Everything and Math - DrEAM).	Embedded time that is built into the schedule leads to a culture within the school that values these activities. By creating space within the daily schedule to engage in literacy and numeracy activities students are exposed to this material for enjoyment.	Student survey data
Implementation of Collaborative Response Model to intervention focused on Gr 4-6 level teams.	By utilizing the Collaborative Response Model by Jigsaw Learning we can foster and support a multi-pronged approach to supporting students who are struggling. By creating space within the day staff will have the opportunity to have intentional conversations about supporting student achievement and addressing areas of concern.	Teacher Survey Data before and after as a result of participation in the Collaborative Wrap Around process.

### *Site Directed Professional Development Related to Numeracy*

Activity or Focus	Aug	Oct	Jan	Feb	Mar	Apr	May	As Avail
Review and analysis of benchmarking and assessment tools	X	X					X	
New curriculum implementation and support	X	X	X	X	X	X	X	X
MIPI Analysis and Planning (all grades)	X	X						X
Training in Mathematics Running Records to gather data around student areas of need.		X			X			



## Improving Mental Health - How are we getting there?

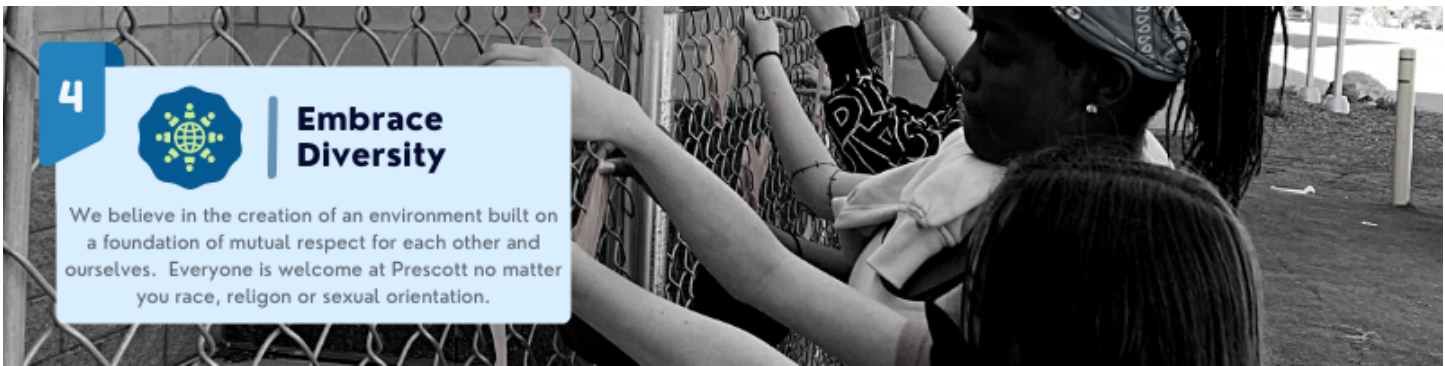
Goal or Strategy	Anticipated Impact	Sources of Evidence
Continued support on-site school counselor (psychologist) to provide timely access to mental health supports and community connections.	Students and families have come to rely on our school based counselor as a resource when they are experiencing difficulty at home or school. Our counselor is available to support families with system navigation and the coordination of different community partners to ensure students are able to access necessary support in a timely manner.	Tracking teacher-based referrals year over year. Monitoring student self-referral and length of contact. Self vs Staff referral rate.
Continued access to small group targeted programs (eg Rainbows, SNAP, Social Skills Groups, etc).	In many cases skills that are necessary for interaction in social situations or addressing social challenges are best learned and practiced in a group. By providing students with the opportunities to practice these skills in targeted groups with students with similar needs they can better generalize them to other environments with the support of trained staff.	Student-specific survey data as a result of participation, and anecdotal evidence collected through facilitation.

Development and support Comprehensive School Health Team as part of Parkland School Division Comprehensive School Health Program.	Comprehensive School Health (CSH) is an internationally recognized framework, which supports both educational and health outcomes. A healthy school approach is one that supports the health and well-being of children and youth and the entire school community.	Student/Staff Survey Data
Continued implementation of a daily food security program open to all students who desire to participate. The goal is to provide healthy food in the mornings and at lunch. The provision of nutritious foods forms a foundation for learning and can also provide a greater sense of community as students partake together in their cohorts.	Students who have access to nutritional foods are better able to engage in learning activities and build stronger connections socially. This is also extremely helpful when supporting students who are dysregulated as in many cases offering a nutritious snack is an effective way to help students regain rationality and start to talk through what happened.	Student/Staff Survey Data, Access and use tracking month to month
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.	Development of a team of staff who have a common predictable approach to dealing with non-compliant behavior that is grounded in the concept of care, welfare, safety and security for all.	Number of staff successfully completing NVCI.
Implementation of Collaborative Response Model to intervention focused on Gr 4-6 level teams.	By utilizing the Collaborative Response Model by Jigsaw Learning we can foster and support a multi-pronged approach to supporting students who are struggling. By creating space within the day staff will have the opportunity to have intentional conversations about supporting student achievement and areas of concern.	Teacher Survey Data before and after as a result of participation in the Collaborative Wrap Around process.
Continued implementation of Zentangle opportunities and instruction built into classroom time to facilitate mindfulness and self-awareness.	Zentangle is an approach to mindfulness where students are invited to use patterns and repetition to focus attention and be in the moment. As part of students' health curriculum opportunities to practice this approach are built into classroom time at different points throughout the year.	Student survey data (initial and follow up) as a result of participation in Zentangle.

### *Site Directed Professional Development Related to Improving Mental Health*

Activity or Focus	Aug	Oct	Jan	Feb	Mar	Apr	May	As Avail
Development of Comprehensive School Health Plan & Activities	x	x	x	x	x	x	x	x
Inclusive Practices for Teachers: a focus on primary and secondary education offered by University of Alberta ISMSS		x	x					
Provide Canadian Mental Health Association - Mental Health First Aid training for key staff who are interested								x






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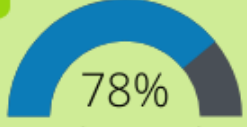
**Embrace Diversity**

We believe in the creation of an environment built on a foundation of mutual respect for each other and ourselves. Everyone is welcome at Prescott no matter you race, religion or sexual orientation.

## Embracing Diversity - Current Reality

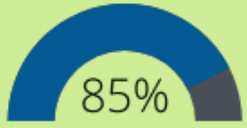


**BUILDING GLOBAL CITIZENS**



78%

Percentage of Parents, Students & Teachers who agree that students are being taught the principles of active citizenship.




85%

Percentage of Parents, Students & Teachers who agree that school is a caring and welcoming environment.

2021 Assurance Data


**BRINGING ATTENTION TO DIVERSE INDIVIDUAL CONTRIBUTIONS**



School wide sharing of posters focusing on contributions of indigenous people and the LGBTQ2A community

Year Long Focus


**BEING AN EFFECTIVE ALLY**




On average we have 20 students who attend and engage in weekly GSA meetings. Staff have "Safe Space" posters on doors to communicate openness to engage with students.

Year Long Focus

**COMMUNITY PARTNERSHIPS**



Winner of the Friends of Education Award, 2022



Partnership with Small Centers program to support 4 families who are new to Canada with interpretation, education and programming supports to make an effective transition and to establish a sense of belonging and community.

Year Long Focus

### Embracing Diversity - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Continued development of Diversity Equity and Human Rights [DEHR] Staff Advisory Group. Expand to include representatives from students and parents in 2022-23.	The creation of a truly inclusive environment requires many eyes in order to address problem areas quickly and effectively. By creating a group with multiple perspectives we will build a team that is better able to shape our school community into one where everyone has a connection.	Number of meetings and participants. School-wide DEHR survey compared year over year
School-wide recognition of cultural dates of importance (eg National Day for Truth and Reconciliation, National Indigenous Peoples Day, Ramadan, Black History Month, etc)	Celebrations and important dates play a significant role in understanding our cultural diversity. By marking these days and celebrations with an intentional school-wide focus we further increase the individual connection to the collective community and the community's appreciation of the individual experience.	School wide DEHR survey compared year over year
Incorporation of Indigenous ways of knowing into regular teaching practices across grade levels.	Everyone is on their own journey about how they come to understand this area, staff are provided with a range of opportunities to develop their knowledge	School-wide DEHR survey compared year over year, Teacher

	through conversation, study, and dialogue throughout the school year. Teachers incorporate indigenous ways of knowing throughout curriculum areas and help students come to understand the importance of knowledge keepers and viewing the world through this lens.	Survey data reflecting comfort with incorporating this into curricular areas.
Professional Learning Days intentionally targeted learning opportunities around diversity and equity.	By building in cultural experiences and opportunities as the setting event for all staff meetings and development activities we build the knowledge base of our staff. It is important to understand that everyone is on their own journey in developing these understandings, as a result.	Teacher reflection & anecdotal evidence
Continued and expanded Student Clubs and Organizations (School Teams, Choir, Art Club, GSA etc)	All people benefit from having a group that they are able to connect and identify with. These groups build connections between students and help to foster a strong community. Students have the opportunity to sign up and participate in a variety of different clubs with both short-term time commitments and full-year offerings.	Number of students participating in groups/extracurricular activities, Student/Staff Survey Data

### *Site Directed Professional Development Related to Embracing Diversity*

Activity or Focus	Aug	Oct	Jan	Feb	Mar	Apr	May	As Avail
Exploration of Indigenous Ways of Knowing / Diversity topics as part of the opening activity for PD days	x	x	x	x	x	x	x	
Whole staff participation in Blanket Exercise to build a deeper understanding of indigenous peoples experience.				x				x
Facilitated Walking Together Activities during staff meetings or after school opportunities	x	x	x	x	x	x	x	x
Inclusive Practices for Teachers: a focus on primary and secondary education offered by University of Alberta ISMSS		x	x					
Review & Discussion of Administrative Procedure 390 - COMMUNITY, EQUITY, AND BELONGING	x							