Prescott Learning Centre Development Plan
2023-2024

School Profile

Prescott Learning Centre is a K-9 school located on the eastern side of Spruce Grove, Alberta. Due to a recent re-configuration of attendance areas due to rising student population, the schools enrollment has dropped from roughly 920 students in 22-23 to 850 in 23-24. Despite this, Prescott remains one of the larger schools within the Parkland School Division. Prescott continues to be 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 2023-2024

After a period of data collection over the 20-21 and 21-22, we identified four main priority areas that will form the central themes of our work in the 2022-23 school year. Establishing these priority areas will help us to ensure that we remain focused on continuing to improve them last year, for the 23-24 school year, and beyond. Despite growth in these identified areas, we expect that a continued focus in these areas will provide even better results moving forward. Our Literacy and Numeracy scores have shown improvement over the past three years and continued focus on evidence-based teaching practices will help students to develop a solid foundation of understanding. Further, we anticipate a continued focus on timely access to mental health supports and increased efforts to provide an inclusive environment for all students will improve outcomes in these priority areas as well.

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.

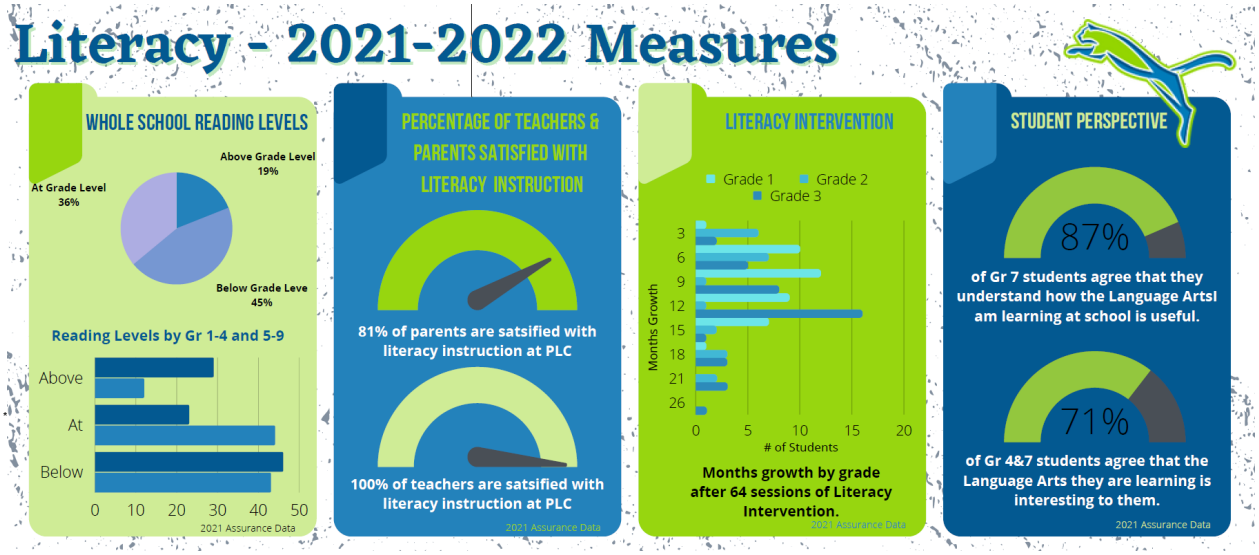
We also define success with how well our four priority areas align and and succeed in attaining the outcomes as defined in Parkland School Division's 2023-2026 Education Plan .

Our four priority areas, literacy development, numeracy development, improved mental health, and embracing diversity align with Parkland School Division's Domain in Education: Student Growth and Achievement.

OUTCOME 1:

STUDENTS DEMONSTRATE SUCCESS

1.1 Students are provided opportunities to demonstrate academic growth with a focus on literacy.



*2022 - 2023 Measures will be included in the Fall Results Report

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
Establish and maintain school-level literacy specialist position(s) in order 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 Planning Meetings
Continued focus in K-3 classrooms on direct, explicit, systematic phonemic instruction.	This is necessary to build a strong foundation in early language for students. Teachers will incorporate activities that target these skills and foster the development of strong phonemic skills.	Student Specific Benchmarking Data

Provide appropriate and timely interventions when students are identified as struggling.	Students who are identified as needing additional support will continue to access literacy interventions in a timely manner. Students are able to address gaps quickly and are supported in the overall development of their literacy skills.	Number of students supported by intervention.
Maintain Literacy rich environments in classrooms and libraries where students have a wide variety of targeted literacy choices to increase engagement.	Students engage in literacy that they find appealing. Ensuring that students are exposed to a wide variety of different print materials at various independent reading levels is essential to their development. Students who can find materials that are personally engaging are more likely to read them without being directed to do so.	Student Survey, Increase in number of books checked out, Anecdotal records
Intentional planning of literacy-based (reading and writing) grade level professional development.	With the support of the school literacy lead, grade level teams will continue to implement the small group, 'push in' model of instruction to better identify student strengths and areas of growth in terms of literacy.	Staff Survey Data
Implementation of Collaborative Response approach to intervention focused on grade and subject level teams.	By utilizing the Collaborative Response approach as a continuum of supports we can foster and support a multi-pronged approach to supporting students who are struggling. By creating embedded 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 Literacy

Activity or Focus	Aug	Oct	Jan	Feb	Mar	Apr	May	As Avail
Review and analysis of benchmarking assessment tools		X	X		X		X	
Gr. 4-6 new English Language Arts and Literature curriculum implementation support	X	X	X	X	X	X	X	X
Collaborative planning opportunities to better understand assessment tools & analysis of results from benchmarking tools		X	X		X	X		
Continue learning on the instruction of evidence-informed guided reading practices		X		X				

Continue learning on the instruction of direct, explicit, systematic phonics instruction for K-3 teachers	X	X	X	X	X	X	X	
Continue learning on the instruction of evidence-informed writing instruction	X			X	X			

Parkland School Division's Domain in Education: Student Growth and Achievement

OUTCOME 1:

STUDENTS DEMONSTRATE SUCCESS

PARKLAND SCHOOL DIVISION

1.2 Students are provided opportunities to demonstrate academic growth with a focus on numeracy.

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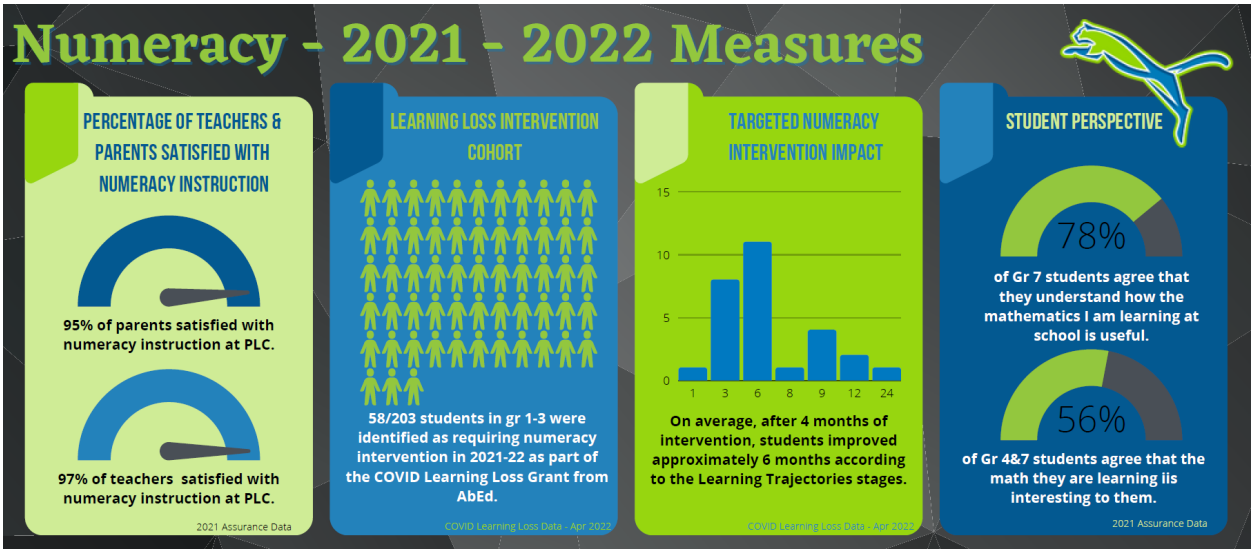

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Numeracy - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Establish and maintain school-level numeracy specialist(s) positions 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 order to further model small group numeracy instruction, modeling the tenets of Building Thinking Classrooms, and continued support for the implementation of Math Talks. This in addition to providing targeted intervention for struggling learners.	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
Intentional planning of numeracy-based whole school activities through	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	Student survey data

imbedded collaborative planning meetings	exposed to this material for enjoyment.	
Implementation of Collaborative Response Model to intervention focused on all level teams numeracy 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 Planning & Collaborative Team Meetings surrounding the process.

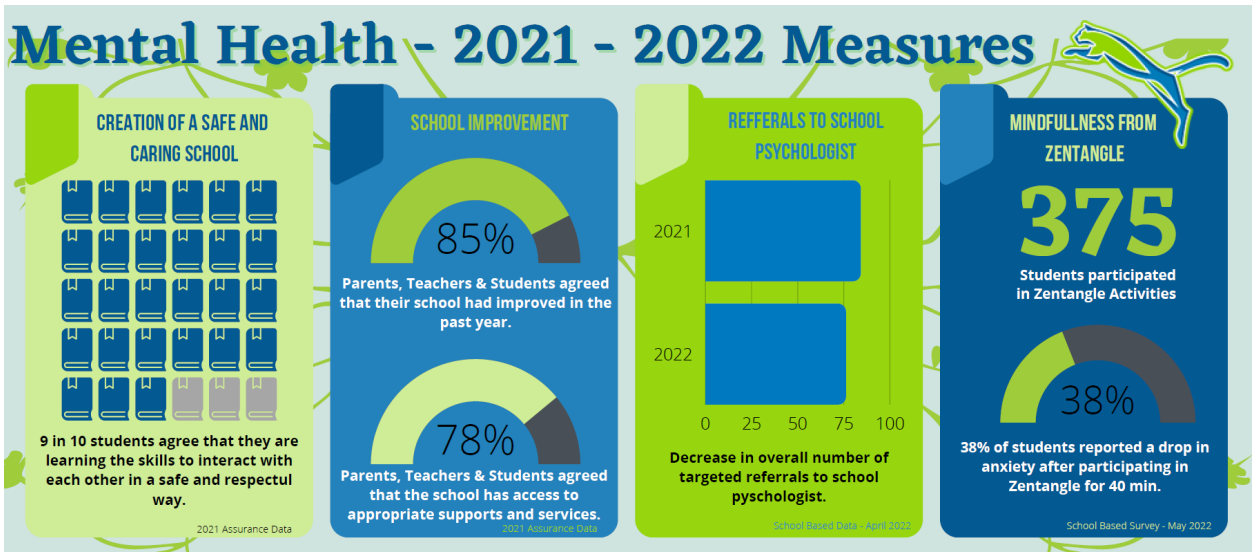
Site Directed Professional Development Related to Numeracy

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			

OUTCOME 2:
STUDENTS DEMONSTRATE WELL-BEING

2.2 Students access systems and strategies to engage in healthy lifestyle choices, including:

- Focusing on self-development for active living
- Demonstrating understanding of the impact of healthy eating, and
- Developing self-strategies for improving mental well-being.



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Improving Mental Health - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Continued support for the on-site school psychologist in order 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 staff-based student referrals year over year

Continued access to small group targeted programs including Rainbows (grief), Worry Warriors (anxiety) Community Classroom (regulation, executive functioning, negotiating play) and Gr. 1-9 Small Groups (socio-emotional programming).	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 strategies towards other environments and contexts with the support of trained staff.	Student participation data and anecdotal evidence collected through facilitation
Continued development and support for the 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
Continue to implement a sustainable daily food security program open to all students who desire to participate. The goal is to provide healthy food in the mornings, at lunch and throughout the day.	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 re-regulate. The provision of nutritious foods forms a foundation for learning, can also provide a greater sense of community, and mitigate behavioral issues stemming from students who arrive at school hungry.	Student/Staff Survey Data, Access and use tracking month to month & monitoring food program product purchases
Support staff, teachers and administrators participate 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 complete and maintain NVCI certification
Continue the initial phases of implementation for the Collaborative Response Model to intervention focused on all grade level and subject area level teams.	By utilizing the Collaborative Response Model by 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

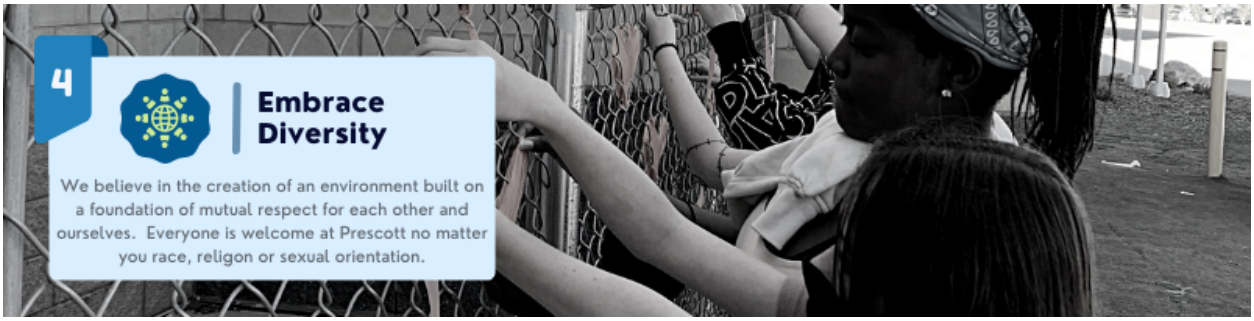
Continued implementation of Zentangle opportunities and instruction built into classroom time to facilitate mindfulness and self-awareness. Provide staff with opportunities to learn and deliver the program in a wide variety of contexts.	Zentangle is an approach to mindfulness where students are invited 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

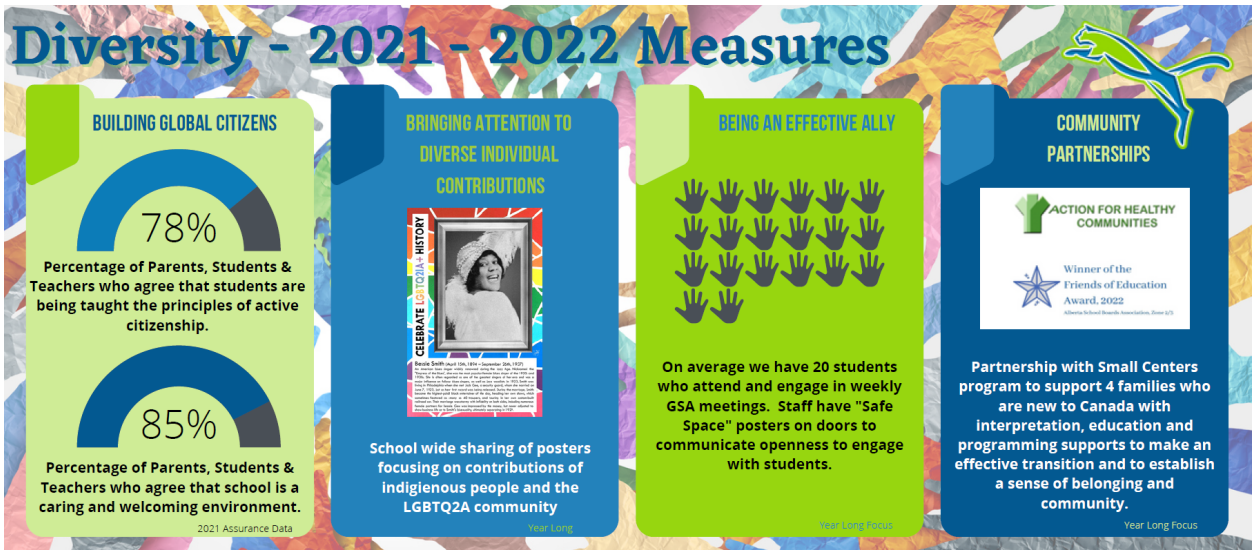
Site Directed Professional Development Related to Improving Mental Health

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
School Assemblies and Presentations on Mental Health and Wellness								X
Collaborative Response	X	X	X	X	X	X	X	
Collaborative Behavior Planning PD Day Activity	X	X	X	X	X	X	X	
Provide Canadian Mental Health Association - Mental Health First Aid training for key staff who are interested								X

OUTCOME 2:
STUDENTS DEMONSTRATE WELL-BEING

2.1 Students access a variety of activities (curricular and non-curricular) that promote citizenship and demonstrate an appreciation for diversity.





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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. Explore the potential of listening circles with representatives from parents and guardians to address emerging issues and	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

concerns		
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 and accepting diversity within, and beyond the school community. By marking these days and celebrations with an intentional school-wide focus we would move beyond individual connections in order to build authentic connections with stakeholders in the greater community.	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 respective journey about how they come to understand this area, staff are provided with a range of opportunities to develop their knowledge 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.	School-wide DEHR survey compared year over year, Teacher 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, co-creation, and sharing of resources centered on equity, diversity, and inclusion anecdotal evidence
Continued and expanded Student Clubs and Organizations (School Teams, Choir, Art Club, GSA, DEHR (Gr. 7-9) and Justice. Equity, Diversity, and Inclusion (Gr. 4-6) extracurricular groups.	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	
Student and staff specific Guest Speakers providing								X
Facilitated Walking Together Activities during staff meetings or after school opportunities	X	X	X	X	X	X	X	X
School Wide cultural celebrations		X	X	X	X	X	X	
Review & Discussion of Administrative Procedure 390 - COMMUNITY, EQUITY, AND BELONGING	X							