



Prescott Learning Centre Development Plan
2024-2025



4

KEY AREAS

PLC PRIORITIES 24-25



1 LITERACY DEVELOPMENT

We will continue to use evidence based practises to deliver high-quality learning opportunities for students develop the necessary literacy skills to be successful in today's world.



2 NUMERACY DEVELOPMENT

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



3 IMPROVED MENTAL HEALTH

We will continue to refine our efforts in order to create and maintain a positive mental space for students to grow and thrive. We will ensure that students will have timely access to mental health support and connections when required.



4 EMBRACE DIVERSITY

We OK believe in the creation of an environment, built on a foundation of mutual respect for each other and ourselves. Everyone will feel welcomed and safe at Prescott regardless of one's race, religion or sexual orientation.



School Profile

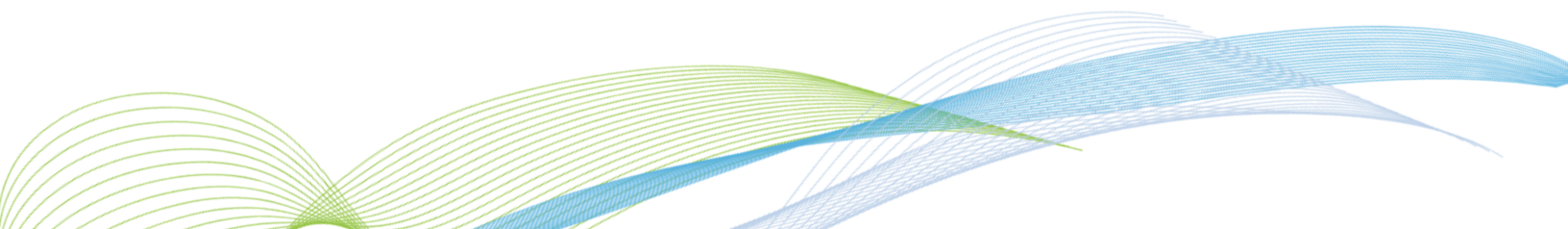
Prescott Learning Centre (PLC) is a vibrant and growing Kindergarten to Grade School with over 860 students located on the eastern side of Spruce Grove, Alberta. Prescott remains one of the larger schools within the Parkland School Division. The students and staff of PLC take pride in being a student-centered, innovative, digital learning center focused on creating 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 2024-2025

After three years with the same four priority areas, Prescott Learning Centre observed marked success, particularly in the areas of Literacy and Numeracy Development. While we are proud of our success, we feel there is still room for growth and improvement. Because of this, PLC will retain the priorities of Literacy Development, Numeracy Development, Improved Mental Health and Embracing Diversity for a fourth year.

With the focus on these areas over the past three years has come an understanding of what attaining these priorities look like in practice. For example, much of our growth in literacy and numeracy can be attributed to processes dedicated to sharing effective research-informed pedagogy and assessment practices. Further three years of effort dedicated to improved mental health suggests

a focus is needed to develop executive functioning skills across all grades



Defining Success



We define success in multiple ways at Prescott Learning Centre. Students remain 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 2024-2027 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 AND STAFF DEMONSTRATE SUCCESS

OUTCOME 2: STUDENTS AND STAFF DEMONSTRATE WELL-BEING

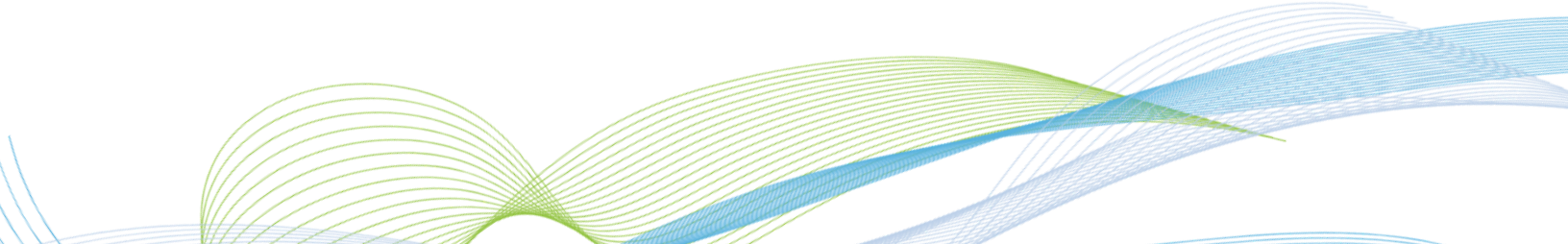
OUTCOME 3: STUDENTS CAN ACCESS A VARIETY OF LEARNING OPPORTUNITIES THAT ARE DESIGNED TO PREPARE THEM TO ACHIEVE ENDURING SUCCESS

OUTCOME 4: FIRST NATIONS, METIS, AND INUIT STUDENTS ARE SUCCESSFUL

OUTCOME 5: STUDENTS AND STAFF BUILD COMMUNITY, PROMOTE EQUITY, AND DEMONSTRATE APPRECIATION FOR DIVERSITY

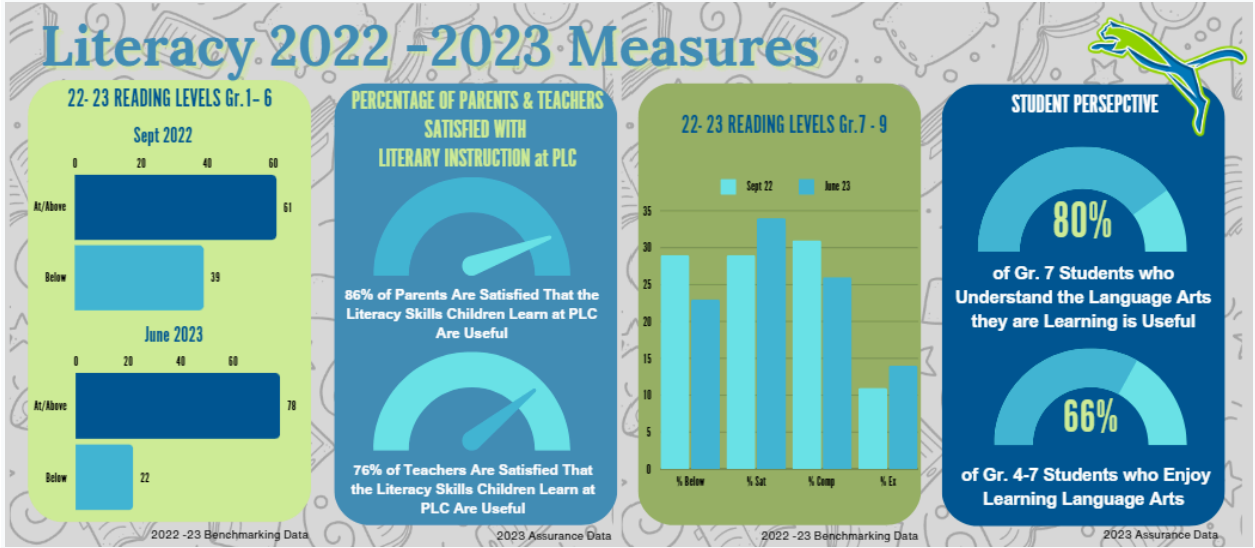


PLC's/Missoula Children's Theatre Production of 'Robin Hood'



1 LITERACY DEVELOPMENT

We will continue to use evidence based practises to deliver high-quality learning opportunities for students develop the necessary literacy skills to be successful in today's world.



*2023 - 2024 Measures will be included in the Fall Results Report

Literacy - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Utilize embedded Grade Level Collaborative Planning Meetings (CPM) in order to focus on K-9 data collection & analysis using age/ grade-appropriate tools to develop an understanding of student strengths/ areas for growth.	Scheduled and embedded opportunities for staff to focus on K-9 data collection and analysis using age- and grade-appropriate tools will continue to support our significant growth and understanding of student strengths and areas for growth. This strategy ensures that educational decisions are informed by accurate, relevant data, leading to more effective instruction, targeted interventions, and improved student outcomes.	Benchmark Assessments, Surveys, Anecdotal Data, Grade Level/Subject Area Collaborative Planning Guides
Utilize regularly scheduled CPMs as opportunities for grade-level teachers	Maintaining scheduled opportunities for grade-level and subject area teachers to connect with the school's literacy lead will significantly enhance the implementation and effectiveness of literacy	Benchmark Assessments, Surveys, Provincial Achievement Test

<p>to connect with the school's literacy lead</p>	<p>instruction. This strategy fosters collaboration, professional growth, and a unified approach to literacy education, ultimately leading to improved student literacy outcomes.</p>	<p>Data, Anecdotal Data, Grade Level/Subject Area Collaborative Planning Guides</p>
<p>Incorporate the PSD/PLC Literacy Continuum of Supports into daily teacher practices</p>	<p>Working towards more thoroughly integrating the PLC Literacy Continuum of Supports into daily routines will significantly enhance the literacy outcomes for all students, ensuring that each learner receives the appropriate level of instruction and intervention tailored to their individual needs. This strategy will continue to promote a cohesive and systematic approach to literacy development across all grade levels, fostering a culture of continuous improvement and academic excellence.</p>	<p>School-based Literacy Continuum of Support, on-going use of continuum to support CPMs & CTMs</p>
<p>Maintain or increase embedded scheduled teacher time equivalent for our school-level literacy specialist position(s) in order to support the implementation of literacy programming.</p>	<p>Continuing to provide regularly scheduled blocks of time for our school-level literacy specialist position has already, and will likely continue, to profoundly enhance the implementation of literacy programming, providing targeted support and expertise to both students and educators. This strategic initiative ensures that specialized resources are dedicated to fostering literacy development, promoting academic excellence, and supporting a culture of continuous improvement.</p>	<p>Staff Survey, Collaborative Planning Meetings, School Based Support Team Referrals</p>
<p>Continued focus in K-3 classrooms on direct, explicit, systematic phonemic instruction.</p>	<p>A continued focus in K-3 classrooms on direct, explicit, systematic phonemic instruction is critical for establishing foundational literacy skills. This strategic initiative supports improved reading proficiency, early identification of learning needs, and long-term academic success, ensuring that all students develop the skills and confidence necessary for a bright educational future.</p>	<p>Student-Specific Benchmarking Data</p>
<p>Increased focus in 4-6 classrooms on direct, explicit, systemic morphology instruction</p>	<p>Increasing the focus on direct, explicit, systematic morphology instruction in 4-6 classrooms will significantly enhance students' literacy skills and their understanding of the structure and meaning of words. This strategy ensures that students build on their foundational reading skills to develop more advanced vocabulary and comprehension abilities, which are essential for academic success across all subjects.</p>	<p>Student-Specific Benchmarking Data, Overall trends in vocabulary and reading comprehension data</p>
<p>Provide specific, appropriate, and timely interventions when students are identified as</p>	<p>Providing appropriate and timely interventions when students are identified as struggling is crucial for fostering academic success and equity. This strategic initiative ensures that all students receive the personalized support they need to overcome</p>	<p>School Based Support Team Referrals, small group programming,</p>

struggling.	challenges, stay on track, and achieve their full potential. Timely interventions create a more inclusive and effective educational environment by enhancing student confidence, engagement, and achievement.	
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 while continuing to build staff capacity on the benefits of small group instruction	With the support of the school literacy lead and grade-level teams will continue to refine the small group, 'push in' model of instruction to better identify student strengths and areas of growth in terms of literacy.	Staff Survey Data
Refine processes associated with Collaborative Response grade level Team and Planning meetings with a focus on literacy development	Utilizing the collaborative response approach as a continuum of support, we can foster and support a multi-pronged approach to supporting struggling students. By creating embedded time within the teaching assignments, 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. Collaborative Team Meeting Referrals
Provide individualized Literacy Intervention Groups	Use benchmarking data to identify learning gaps for specific students and target learning progression	Benchmarking Data
Utilize Potential Alberta Government Learning Loss Funds to provide release time for teachers to connect with school Literacy Leads.	In addition to embedded opportunities for teachers to work elbow-to-elbow with the PLC Literacy Lead, release time will allow grade-level groups to master best practices.	Student-Specific Benchmarking Data

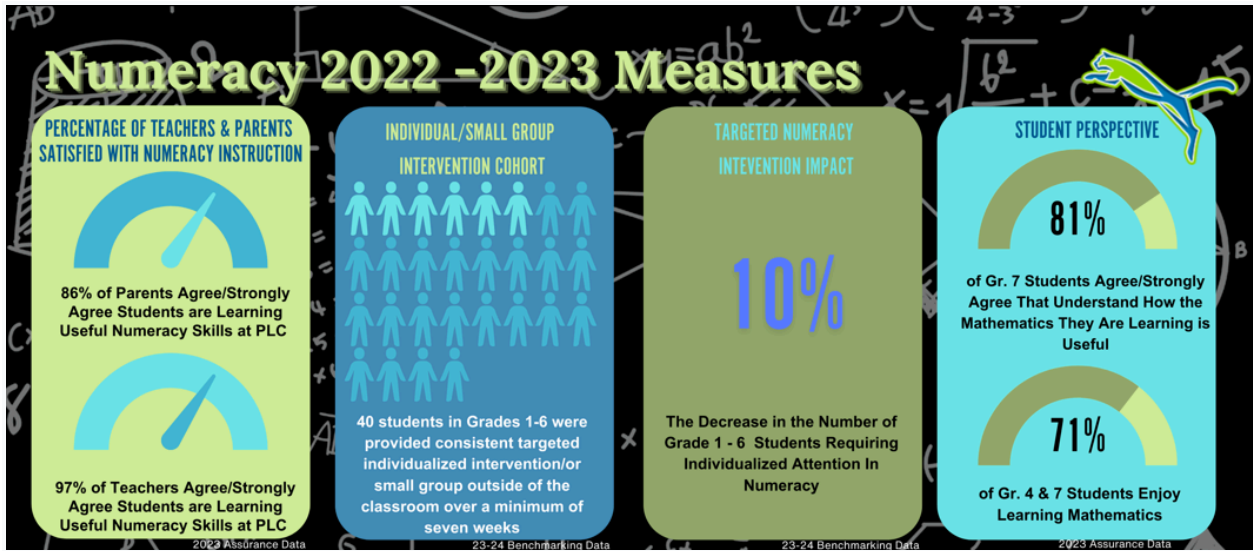
Site Directed Professional Development Related to Literacy

Activity or Focus	Aug	Sept	Oct	Nov	Jan	Feb	Mar	May	As Avail
Review and analysis of benchmarking assessment tools									X
Collaborative planning opportunities to better understand assessment tools & analysis of results from benchmarking tools	X		X		X	X	X	X	
Continue learning on the instruction of evidence-informed guided reading practices	X				X			X	
Continue learning on the instruction of direct, explicit, systematic morphology instruction for gr. 4-6 teachers	X	X	X	X	X	X	X	X	
Continue learning on the instruction of evidence-informed writing instruction	X	X	X	X	X	X	X	X	



2 NUMERACY DEVELOPMENT

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



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Numeracy - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Maintain or increase embedded teacher time equivalent for 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 to further model small group numeracy instruction, modeling the tenets of Building Thinking Classrooms, and continued support for the implementation of Math Talks. This is in addition to overseeing targeted interventions for struggling learners.	Staff Survey, Collaborative Wrap Around Meetings
Incorporate K-9 data collection & analysis into grade level/subject area CPMs in order to more effectively utilize age/grade-appropriate tools to develop an understanding of	School staff have a deeper knowledge of individual areas of need and can better target instruction to address gaps and provide intervention. Scheduled opportunities for grade level/numeracy subject area teams with CPMs will foster teacher growth and confidence in identifying and implementing a variety of numeracy interventions for struggling learners	Benchmark Assessments, Surveys, Anecdotal Data, MIPI and EICS Data, All-the-Facts, Grade Level/Subject Area Collaborative Planning Guides

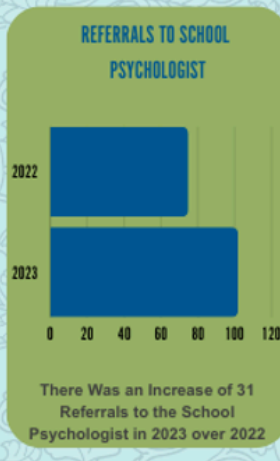
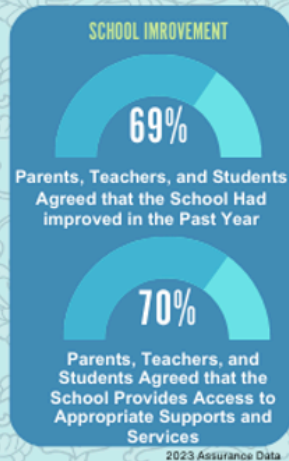
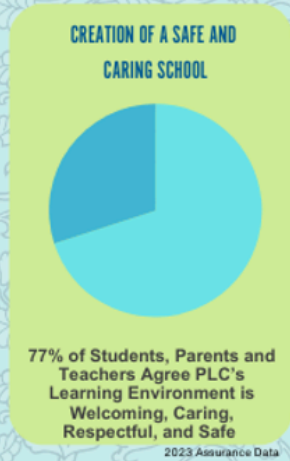
student strengths/ areas for growth.		
Build greater teacher capacity across all grade levels to better support the incorporation of small group numeracy instruction at the classroom level.	Similar to literacy, the use of small-group numeracy instruction has had a significant positive impact on students' 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, Provincial Achievement Test Results, MIPI and EICS Data
Whole-school administration of Math Intervention Programming Instrument (MIPI) and EICS Numeracy Assessment two times per year in September and May, with a modified EICS check-in in January.	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, EICS results
Utilize Numeracy Interviews as pre- and post-assessment following individualized student interventions	Staff will develop a deeper understanding of student gaps in numeracy understanding as guided by the school's numeracy lead and use this information to plan for instruction/intervention.	Student progress/gains as a result of programming implemented based on the results of the interview.
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/learning sprints through embedded CPMs	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 numeracy activities, students are exposed to this material for enjoyment.	Student survey data

3 IMPROVED MENTAL HEALTH

We will continue to refine our efforts in order to create and maintain a positive mental space for students to grow and thrive. We will ensure that students will have timely access to mental health support and connections when required.



Mental Health 2022 -2023 Measures



*2023 - 2024 Measures will be included in the Fall Results Repo

Improving Mental Health - How are we getting there?

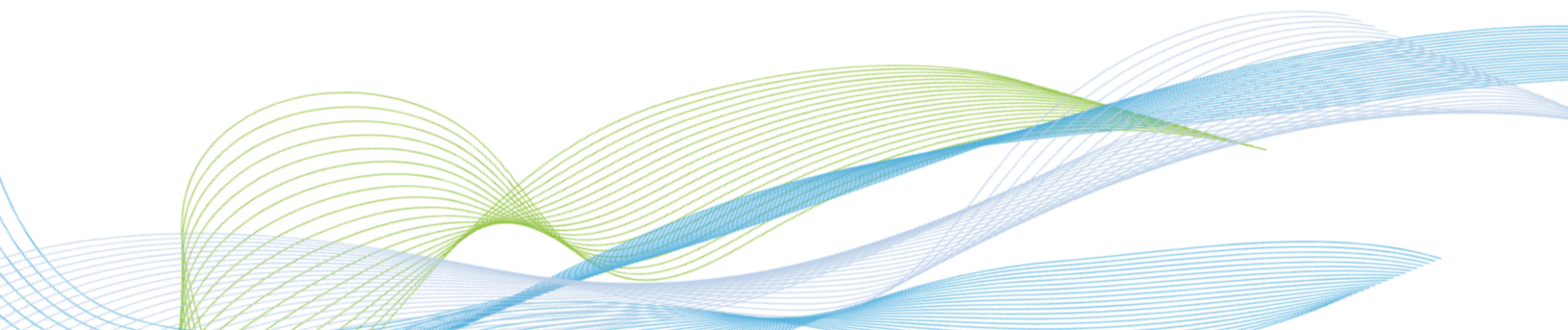
Goal or Strategy	Anticipated Impact	Sources of Evidence
Introduction and implementation of a whole School approach to executive functioning instruction and interventions.	<p>PLC Staff have identified lagging executive functioning skills to have a pervasive and detrimental influence on student academic, social, and behavioral expectations. By targeting each of the executive functioning skills through Health Instruction and potential monthly assemblies, student efficacy in these skill areas will result in improved mental health outcomes.</p> <p>Social Work Practicum Student provides small group social-emotional and executive functioning programming to students in gr. 1-9. Students work on developing peer relationships, understanding big emotions and problem-solving skills.</p> <p>The Community Classroom supports learners to develop an awareness of when their bodies need to move, how to move them to feel regulated and ready to learn. The community classroom also supports peer interactions, and executive functioning skills.</p>	<p>Welcoming, Caring, Respectful and Safe Learning Environment Measures (WCRSLE) APORI Measures, self referrals to the school counselor.</p>

<p>Continued ongoing support and resources for the on-site school psychologist in order to provide timely access to mental health supports and community connections.</p>	<p>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.</p>	<p>Tracking staff-based student referrals year over year</p>
<p>Expanded 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).</p>	<p>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.</p>	<p>Student participation data and anecdotal evidence collected through facilitation</p>
<p>Ongoing development and support for the Comprehensive School Health Team as part of Parkland School Division Comprehensive School Health Program.</p>	<p>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.</p>	<p>Student/Staff Survey Data APORI</p>
<p>Improved student accessibility to nutritious food options for students including the parent/guardian volunteer led daily Grab N' Go breakfast and Forgotten Lunch Program and Nutrition Nook Fridges on both floors of the school. All of these nutrition options are available to all students wishing to participate. The intention of these programs is to provide healthy food in the mornings, at lunch and throughout the day.</p>	<p>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.</p>	<p>Student/Staff Survey Data, Access and use tracking month to month increases and decreases in food program product purchases</p>
<p>Continuous increase in the number of support staff, teachers, and administrators participate in training for</p>	<p>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,</p>	<p>Number of staff successfully complete and maintain NVCI certification</p>

<p>Non-Violent Crisis Intervention to ensure they are able to appropriately respond to students who are experiencing difficulty with behavior and self-regulation.</p>	<p>safety and security for all.</p>	
<p>Streamline the referral and intervention process to the School Based Support Team (SBST) in order to more quickly identify students requiring tier three and four supports. Also embedded within the weekly schedule are opportunities for the SBST to meet and plan interventions for students.</p>	<p>The post-Covid reintroduction of the SBST within the context of Collaborative Response Model CPMs and CTMs allows for a multi-pronged approach to supporting students who are struggling beyond classroom interventions. In order for this approach to be effective, a simplified and systemic approach for referrals and interventions.</p>	<p>APORI Access to Supports and Services Data</p>
<p>Maintain access to 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.</p>	<p>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.</p>	<p>Student survey data (initial and follow up) as a result of participation in Zentangle</p>
<p>Puma Pride Community Building activities</p>	<p>Each Month Grade Level teams will be assigned a day to host a school wide 'fun' activity intended to build community through friendly class competitions and inclusive events</p>	<p>Safe, Caring, Welcoming APORI Measure Results</p>
<p>School wide community building initiative 'The Best Part of Me' Promoting positive self-image, building confidence and positive school community.</p>	<p>Anticipated Impact- Positive culture and a sense of belonging and connectedness within the school community. Increased and improved connections between staff, between staff and students and creating a welcoming environment for families and community members.</p>	<p>Interactions between staff, between staff and students</p>

Site Directed Professional Development Related to Improving Mental Health

Activity or Focus	Aug	Sept	Oct	Nov	Jan	Feb	Mar	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	X	X	X	X	X	X	X	
Collaborative Response School Based Support Teams	X	X	X	X	X	X	X	X	
Collaborative Behavior Planning PD Day Activity	X	X	X	X	X	X	X	X	
Provide Canadian Mental Health Association - Mental Health First Aid training for key interested staff	X				X				X



4 EMBRACE DIVERSITY

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Diversity 2022 -2023 Measures

BUILDING GLOBAL CITIZENS

65%

of Parents, Teachers, and Students Who Agree that Students Are Being Taught the Principles of Active Citizenship

2023 Assurance Data

Community Partnerships

PLC Has Partnered With a Variety of Communities & Organizations Including Alexis Nakota Sioux & Enoch Cree Nations, AHS, RCMP, Concrete Theatre, Small Centers, & St. Michaels Fenwyck Heights Senior Center Amongst Others

WELCOME AT SCHOOL

74% of Gr. 7 Students Agree/Strongly Agree They Feel Welcome at School

84% of Gr. 4 Students Agree/Strongly Agree They Feel Welcome at School

2023 Assurance Data

INDIGENOUS WAYS OF KNOWING

2

The Number of Powwow Practices Hosted by PLC

Embracing Diversity - How are we getting there?

Goal or Strategy	Anticipated Impact	Sources of Evidence
Work towards re-establishing 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 concerns	Establishing and maintaining 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	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 including morning	School wide DEHR survey compared year over year

<p>Truth and Reconciliation, National Indigenous Peoples Day, Ramadan, Black History Month, etc)</p>	<p>announcements, Puma Pride Days, and notices in the staff and family weekend memo, we would move beyond individual connections in order to build authentic connections with stakeholders in the greater community.</p>	
<p>Incorporation of Indigenous ways of knowing into regular teaching practices across grade levels.</p>	<p>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.</p>	<p>School-wide DEHR survey compared year over year, Teacher Survey data reflecting comfort with incorporating this into curricular areas</p>
<p>Opportunities on Professional Learning Days intentionally targeted learning opportunities around diversity and equity.</p>	<p>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.</p>	<p>Teacher reflection, co-creation, and sharing of resources centered on equity, diversity, and inclusion anecdotal evidence</p>
<p>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.</p>	<p>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.</p>	<p>Number of students participating in groups/extracurricular activities, Student/Staff Survey Data</p>
<p>Powwow Practices</p>	<p>In bringing in dancers, drummers, knowledge keepers and welcoming all community members to participate over a feast students with indigenous backgrounds will feel welcomed and a part of the school community and stakeholders will move from learning about Indigenous people to learning from indigenous peoples.</p>	<p>Number of participants at these events</p>

Site Directed Professional Development Related to Embracing Diversity

Activity or Focus	Aug	Sept	Oct	Nov	Jan	Feb	Mar	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	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	X	X	
Review & Discussion of Administrative Procedure 390 - COMMUNITY, EQUITY, AND BELONGING	X								



PLC Powwow Practice

