



Grimshaw Public School 2021-2024 Education Plan



Grimshaw Public School

Our Mission

Inspiring our Students Today for Tomorrow's Future

Our Vision

Grimshaw Public School:

A welcoming environment where all students discover success!

Our Values

Guiding respect and honesty through our actions

Promoting positive and inspiring relationships to ensure lifelong learning

Succeeding in a safe and caring environment that welcomes all

Our Motto

GPS: The Right Direction



PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development achievement
2. Numeracy development achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate

Outcome: All students are reading and writing at grade level

GOAL TWO - All students are numerate

Outcome: All students are performing at grade level in numeracy

Performance measures for Goals One and Two - literacy and numeracy:

1. (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 3 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
6. (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;
8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on English Language Arts Diploma Exams and Mathematics Diploma Exams.

School strategies for Goal One – Literacy:

1. Using the Benchmark Assessment System (BAS) and Reading Comprehension Assessment Tool (RCAT) to support and inform instruction in all subject areas (grades 1 to 12). Meeting with all teachers to discuss their comprehensive literacy plans and the support they may require.
2. Scheduled visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on literacy.
3. Using all available assessment data to inform instructional discussions during our Collaborative Team Meetings (CTMs).
4. Grade 4-6, 7-9, and 10-12 PLCs focused on Provincial Achievement Test (PAT) and Diploma Examination (DIP) preparation, Acceptable Standard and Standard of Excellence, and developing and discussing the results of common assessments.
5. Implementation of Literacy block focused on building essential reading and writing skills through the use of Words Their Way, Leveled Literacy Intervention (LLI), Scholastic Moving Up, and Fountas & Pinnell Guided Reading.
6. Continuing to work on identifying essential outcomes for all courses, and developing a prioritized scope and sequence for K-12.
7. Scheduled meetings with Provincial Achievement Test (PAT) and Diploma Examination (DIP) teachers to analyze past results, information bulletins, and released items.
8. The consistent use of deliberate literacy vocabulary in line with Fountas & Pinnell, Provincial Achievement Test (PAT), and Diploma Examination (DIP) language while instructing students and during the creation of classroom material.



School strategies for Goal Two – Numeracy:

1. Using the Mathematics Intervention/Programming Instrument (MIPI) and Numeracy Common Assessment Tool (NCAT) to support and inform instruction. Meeting with all teachers to discuss their comprehensive numeracy plans and the support they may require.
2. Scheduled visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on numeracy.
3. Using all available assessment data to inform instructional discussions during our Collaborative Team Meetings (CTMs).
4. Grade 4-6, 7-9, and 10-12 PLCs focused on Provincial Achievement Test (PAT) and Diploma Examination (DIP) preparation, Acceptable Standard and Standard of Excellence, and developing and discussing the results of common assessments.
5. Implementation of a daily Numeracy block focused on building essential math skills through the use of benchmarking, independent practice, Xtra Math, Prodigy, Mathletics, concrete/pictorial representations, and hands-on manipulatives.
6. Continuing to work on identifying essential outcomes for all courses, and developing a prioritized scope and sequence for K-12.
7. Scheduled meetings with Provincial Achievement Test (PAT) and Diploma Examination (DIP) teachers to analyze past results, information bulletins, and released items.
8. The consistent use of deliberate numeracy vocabulary in line with Provincial Achievement Test (PAT) and Diploma Examination (DIP) language while instructing students and during the creation of classroom material.



GOAL THREE – All students are successful through inclusionary practices in a responsive and engaging culture

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture

1. (PRSD) The percentage of students receiving individualized programming services;
2. (PRSD) The percentage of students with special education needs who are being supported by Individual Program Plans (IPP);
3. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
4. (PRSD) The percentage of schools who implemented strategies to address the top five biggest issues expressed by students in the 2021 Student Mental Health and Wellness Survey.
5. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
6. (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
7. (ABEd) The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;

8. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
9. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;
10. (ABEd) The percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



School strategies for Goal Three: Inclusionary and Responsive Culture

1. Ensure equitable student access to devices, other technologies, and assistive technologies to support student learning.
2. Ensure students are provided with quality programming through the implementation of a Standard Operating Procedure on Individual Program Plans, as well as multiple opportunities for group planning or student transitions.
3. Facilitate elementary options and junior/senior high flex block options, and promote formal senior high courses in Fine Art, Design Studies, Drama, French, Home Economics, Industrial Arts, Sports Performance, Physical Education, and Outdoor Education.
4. Continue to ensure that senior high students have access to an Academic and Career Counselor emphasizing goal-setting and preparing for future success and graduation, an Off-Campus Coordinator and off-campus learning opportunities including Work Experience, Green Certificate, and the Registered Apprenticeship Program (RAP), and access to a wide variety of Career and Technology Studies (CTS) courses as well as extracurriculars such as Student Parliament and High School First Responders.
5. Promote post-secondary and work preparation through Career and Life Management (CALM), Career and Technology Studies (CTS), and seminars with guest speakers from industry, post-secondary institutions, and government (including Alberta Learning Information System (ALIS) annual Learning Clicks presentation and presentations by Careers: The Next Generation), as well as the Grade 10 post-secondary trip to Edmonton which includes visits to the University of Alberta, Grant MacEwan University, the Northern Alberta Institute of Technology, and the Skills Alberta competition.
6. Continue to support students wellness and positive mental health through universal and small group programming provided by our two Project Peace Success Coaches and our Indigenous Support Worker (ISW), as well as through individual sessions with the Divisional Social Worker.
7. Continue to engage students in citizenship activities and/or extracurricular projects, such as Christmas in the Community, School Spirit Days, Christmas Concerts, Spring Art Show, Citizenship activities with our First Nations Coordinators, Reading Buddies between classes, Music Cafe, Art Galleries, Intramural Athletics, Archery, AMA crossing Guards, Robotics Tournaments, PRSD Hand Games Tournament, and APEGA Science Olympics.
8. Continue to provide wrap-around supports for Indigenous students to ensure student needs are met by working collaboratively with the school's Inclusive Education Coaches, Project Peace Success Coaches and Indigenous Support Worker (ISW), as well as the division's FNMI Program Coordinator, and by monitoring Indigenous student data through the Collaborative Response Model.

9. Continue to educate students on the principles of responsible digital citizenship by providing meaningful opportunities for students to use technology to complete individual and group learning activities



School Budget Considerations

General

1. Costs of professional development related to literacy, numeracy, and inclusionary practices.
2. Cost of professional development, materials and events aimed to engage Indigenous students and promote high school completion.
3. Cost of maintaining technology and expanding existing Career and Technology Studies (CTS) programming.

Goal One: All students are literate

1. Purchase of materials and subscriptions to facilitate Literacy Block.
2. Substitute teacher time to support teachers in conducting benchmark assessments in a timely manner, and to meet with teachers to discuss their comprehensive literacy plans and the support they may require.

Goal Two: All students are numerate

1. Purchase of materials and subscriptions to facilitate Numeracy Block.
2. Substitute teacher time to meet with teachers to discuss their comprehensive numeracy plans and the support they may require.

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Purchase of supplies for options, citizenship activities and extracurricular projects.
2. Purchase of materials to facilitate Universal Design for Learning (UDL) and Differentiated Instruction (DI) and costs associated with teacher and support staff PD.
3. Costs associated with off-campus learning experiences such as work experience, RAP, or field trips.