



Grimshaw Public School 2021-2024 Education Plan

Year 3



**Peace River
School Division**

Learning Together - Success for All

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
2. Numeracy Development
3. Inclusionary Culture

GOAL ONE - All students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

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 4 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 (WAT);
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. Administer and analyze data gathered from the Benchmark Assessment System (BAS), Reading Comprehension Assessment Tool (RCAT), and Writing Assessment Tool (WAT) both as classroom teachers and as division-level teams at Collaborative Team Meetings (CTMs)
2. Use data to support and inform literacy instruction, in class and in dedicated cross-grade Literacy Block, through the use of various resources, including Remediation Plus, F&P LLI, Empowering Writers, Heggerty Curriculum, Scholastic Moving Up Strategy Units, Scholastic Book Clubs, and Guided Reading.
3. Scheduled visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on literacy.
4. Establish and refine division-level working groups of teachers to develop common assessment policies, assessments, exemplars, rubrics, and other instructional materials.



School strategies for Goal Two – Numeracy:

1. Administer and analyze data gathered from the Mathematics Intervention/Programming Instrument (MIPI) and Numeracy Common Assessment Tool (NCAT) both as classroom teachers and as division-level teams at Collaborative Team Meetings (CTMs)
2. Use data to support and inform numeracy instruction, in class and in dedicated cross-grade Numeracy Block, through the use of various resources, including Mathology, Equals Math (AbleNet), independent practice, online practice and intervention programs, concrete/pictorial representations, and hands-on manipulatives.
3. Scheduled visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on numeracy.
4. Establish and refine division-level working groups of teachers to develop common assessment policies, assessments, exemplars, rubrics, and other instructional materials.



GOAL THREE – All students are successful through inclusionary practices

Outcome: All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

Performance measures for Inclusionary Practices in a Responsive Culture

1. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs);
2. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
3. (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;
4. (ABEd and PRSD) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
5. (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;
6. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
7. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;
8. (ABEd and PRSD) 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, along with meaningful education regarding the principles of responsible digital citizenship.
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 junior high options, and promote formal senior high courses in Fine Art, Home Economics, Industrial Arts, and other Career and Technology Studies (CTS) courses.
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 and citizenship activities through groups such as Student Leadership.
5. 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.
6. 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.



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.