



Grimshaw Public School

2024-2029

Education Plan



3

YEAR
THREE



A Message from our Principal

Jessica Shaw

I am excited to present the third year of the 2024-2029 Education Plan. Grimshaw Public School's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

Grimshaw Public School follows a strong tradition of supporting achievement, development and overall well-being of students in a school environment that ensures every student has opportunities to be successful. We recognize it is our job to do all we can to ensure that students reach their full potential through access to different teaching strategies, materials, and courses in an education environment that is engaging, enjoyable, and rewarding.

At GPS we believe a sense of community and belonging is essential. Students will continue to be given opportunities to support their school and community through a wide variety of social initiatives. At GPS we provide our students with a safe learning environment where students can make good choices, setting a path for success in current and future grade levels and for career preparation.



Foundation Statements

OUR MOTTO:

- G** Guiding respect and honesty through our actions
- P** Promoting positive and inspiring relationships to ensure lifelong learning
- S** Succeeding in a safe and caring environment that welcomes all



OUR VISION: A welcoming environment where all students discover success!

OUR MISSION: Inspiring our Students Today for Tomorrow's Future

Principles & Beliefs of PRSD

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

Quick Facts



**500 +
STUDENTS**



**60 +
STAFF**



Our Priorities

1

**Literacy
Development**

2

**Numeracy
Development**

3

**Inclusionary
Culture**

Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

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

Numeracy Development

Goal Two ► All Students are numerate

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

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

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

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Phonological Awareness Screening Test (PAST) for Grades K-1			
Random Automatized Naming (RAN) Screening Test for Grades K-1			
Letter Name-Sound (LeNS) Test for Grades K-2			
Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3			
Maze Screener for Grades 4 and 5			
Test of Silent Reading Efficiency and Comprehension (TOSREC) for Grade 6			
Reading Comprehension Assessment Tool (RCAT) for Grades 7-12			
Writing Assessment Tool (WAT) for Grades 1-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.

School Strategies



Goals One: Literacy Development

1. Administer and analyze data gathered from Provincial and Divisional assessments - as outlined in the PRSD Assessment Plan - both as classroom teachers and as division-level teams at Collaborative Team Meetings (CTMs).
2. Use Collaborative Planning Time (CPT) to develop, monitor and assess progress in classes (Gr. 1-6).
3. Supporting rigorous and relevant literacy instruction through the use of various resources, including UFLI, Empowering Writers, Heggerty Curriculum, Scholastic Moving Up Strategy Units, Morpheme Magic, Scholastic Book Clubs, and Guided Reading.
4. Use Collaborative Planning Time (CPT) to develop, monitor and assess progress in class (Gr. 7-12) and in additional timetabled literacy instruction with a literacy specialist (Gr. 7-9).
5. Scheduled and unannounced visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on literacy.
6. Establish and refine division-level working groups of teachers to develop common assessment policies, assessments, exemplars, rubrics, and other instructional materials.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-4			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 5-10			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.

School Strategies



Goal Two: Numeracy Development

1. Administer and analyze data gathered from Provincial and Divisional assessments - as outlined in the PRSD Assessment Plan - 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, through various resources, including Mathology, Equals Math (AbleNet), Bridges, independent practice, online practice and intervention programs, concrete/pictorial representations, and hands-on manipulatives.
3. Use Collaborative Planning Time (CPT) to develop, monitor and assess progress in class and to establish common assessment policies, assessments, exemplars, rubrics, and other instructional materials.
4. Scheduled and unannounced visits to all classes to conduct environmental scans and observations of instructional practices with follow-up discussions focused on numeracy.
5. Use intentional scheduling to facilitate intervention time with a mathematics specialist for Gr. 7-12 students

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data
Data regarding participation in PATs
Data regarding participate in DIPs
Data regarding High School Completion Rates
Province of Alberta Student Assurance Survey Data - Overall Summary Results
PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process
- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. Ensure students are provided with quality programming through the implementation of Standard Operating Procedures on Individual Program Plans and Behaviour Support Plans, as well as multiple opportunities for group planning or student transitions.
2. Continued implementation of a school-wide Positive Behaviour Intervention and Support Plan, with a focus on restorative practice and positive reinforcement.
3. Continued implementation of a school-wide Attendance Plan, including automated calls for daily absences, teacher calls for frequent absenteeism and administrative intervention for chronic absenteeism.
4. Facilitate junior high Career and Technology Foundations (CTF) and Hockey Academy, and promote formal senior high courses in Fine Art, Home Economics, Industrial Arts, and other Career and Technology Studies (CTS) courses.
5. Ensure that senior high students continue to have access to an Academic and Career Counselor emphasizing goal-setting and preparing for graduation and future success, 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.
6. Continue to support students' wellness and positive mental health through universal and small group programming provided by our two Project Peace Success Coaches (1.3 FTE) and our Student Success Facilitator (SSF), as well as through individual sessions with the Divisional Social Worker.
7. Continue to provide wrap-around support 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.
8. Intentional and structured monthly Collaborative Team Meetings (CTMs) and weekly School Support Team Meetings (SSTs) which focus on student success through the use of existing Continuum of Supports, best practices, and individualized solutions.

School Budget Considerations

For the 2024-2025 School Year



Literacy and Numeracy Development

- Purchase of materials and subscriptions
- Substitute teacher time to support teachers in conducting benchmark assessments on time
- Costs of professional development related to literacy and numeracy practices

Inclusionary Culture

- Purchase of supplies for junior high CTF, senior high CTS, citizenship activities and extracurricular projects.
- Costs associated with off-campus learning experiences such as work experience, RAP, or field trips.
- Costs of professional development related to inclusionary practices
- Cost of professional development, materials and events aimed to engage Indigenous students and promote high school completion.



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