



2024-2029 ↘

Education Plan



3

YEAR
THREE



A Message from our Principal

Mrs. Jennifer Daniel

As Worsley Central School enters the third year of its 2024–2029 Education Plan, we continue to build on the momentum and learning gained through the first two years of implementation. This document outlines our updated goals, strategies, performance measures, and budget priorities as we work toward achieving our long-term vision for student success.

Our school remains committed to providing meaningful learning opportunities that challenge, support, and inspire students. We believe that student achievement flourishes when learners feel safe, respected, and connected, and we continue to place a strong emphasis on fostering positive relationships and supporting student well-being.

This year, our efforts remain centered on three key priorities. First, we are focused on strengthening literacy skills so that students become effective readers, writers, listeners, and communicators across all subject areas. Second, we continue to enhance mathematical thinking by helping students develop confidence in problem solving, reasoning, and applying mathematics to real-world situations. Finally, we are committed to cultivating a welcoming and inclusive school culture where every student feels a sense of belonging and has opportunities to thrive both academically and personally.

The success of this work depends on the collective efforts of students, staff, families, and community partners. Together, we share responsibility for creating engaging learning experiences and maintaining high expectations for all learners. As we move through the third year of our plan, we will continue to reflect on our progress, celebrate accomplishments, and make thoughtful adjustments that support continuous growth and improvement.

We are proud of what our school community has accomplished thus far and look forward to the opportunities and successes that lie ahead.

Mrs. Daniel

Worsley Central School



Foundation Statements

OUR VISION:

Our vision is to create a safe, caring, collaborative learning environment. Staff and students are self-fulfilled, engaged lifelong learners who are responsible and empathetic citizens, both locally and globally.



OUR MISSION:

Working, Caring,
and Succeeding

Values

- We value education and take pride in achieving to our full potential as a means of crafting opportunities for the future.



Our Priorities



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			
Reading Comprehension Assessment Tool (RCAT) Data			
Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3			
Test of Silent Reading Efficiency and Comprehension (TOSREC) for Grade 6			
Maze Screener for Grades 4 & 5			
Writing Assessment Tool (WAT) Data			
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			

School Strategies

Goals One: Literacy Development

- Teachers use flexible small-group literacy instruction in Grades 1–6 to build reading proficiency, improve comprehension, and respond to individual student learning needs.
- Teachers use differentiated instructional practices in all Language Arts classes to address diverse learning needs and support individual growth in reading, writing, speaking, and listening.
- Evidence-based phonemic awareness and phonics instruction is embedded in Grades K–3 literacy programming to develop strong foundational reading skills and support long-term literacy achievement.
- Teachers incorporate morphology instruction in Grades 4–9 to enhance students' understanding of academic vocabulary, improve reading comprehension, and strengthen written communication.
- Cross-curricular vocabulary development remains a priority, with explicit instruction in the language and terminology required for success in all subject areas.
- Students are provided opportunities to apply and use subject-specific vocabulary through reading, writing, discussion, and inquiry activities.
- Assessment-informed intervention supports are implemented for students experiencing difficulty with reading, vocabulary acquisition, and literacy development.
- Strong partnerships with families, School Council, and community organizations support student literacy development and foster a culture of learning both at school and at home.
- Assistive technologies, including speech-to-text and text-to-speech tools, are utilized to support differentiated instruction and improve student access to literacy learning.
- Online learning tools and digital resources are used to reinforce literacy skills, monitor progress, and support differentiated instruction.
- Structured writing instruction supports the development of written communication skills through narrative, informational, persuasive, and analytical writing experiences.
- Teachers provide opportunities for students to develop communication skills through meaningful discussion, active listening, questioning, and collaboration.
- Student learning data is regularly analyzed to guide instructional decisions, monitor growth, and support student achievement.
- School staff collaborate regularly to review student progress, identify learning needs, and develop strategies to support literacy growth.



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			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-4			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA) 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 literacy 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.
- Gaps between progress made by “mild/moderate” students on their math learning goals and progress made in math by all students.

School Strategies

Goal Two: Numeracy Development

Teachers and Support Staff at Worsley Central School will:

- Leverage divisional expertise and support services to strengthen instructional practices and improve student numeracy outcomes.
- Participate in professional learning and apply research-informed instructional strategies to enhance mathematics teaching and learning.
- Provide engaging, play-based numeracy experiences that build conceptual understanding and confidence in mathematics for primary students.
- Support students in developing mathematical understanding through instructional approaches that move from concrete experiences to visual representations and abstract thinking.
- Develop math fact fluency through regular practice and instructional strategies that promote accuracy, efficiency, and confidence.
- Foster school-home partnerships through ongoing communication and shared learning opportunities that support student numeracy growth.
- Ensure numeracy instruction is vertically aligned to support a coherent progression of learning from one grade level to the next.
- Embed evidence-based mathematical thinking routines within instruction to strengthen number sense, reasoning, and problem-solving skills.
- Provide differentiated learning opportunities that allow students to apply mathematical concepts to authentic and real-world contexts.
- Provide access to a variety of numeracy tools and supports that promote understanding, problem solving, and independence in mathematics.
- Utilize digital learning platforms to provide targeted practice, monitor progress, and support differentiated numeracy instruction.
- Facilitate purposeful learning stations that reinforce mathematical concepts and allow for targeted instruction.
- Incorporate experiential learning opportunities that promote active engagement, problem solving, and conceptual understanding in mathematics.
- Implement assessment-informed intervention supports to address gaps in numeracy development and improve student achievement.



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

Educators may also use the following social-emotional considerations:

- 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

Teachers and Support Staff at Worsley Central School will:

- Deepen their understanding of First Nations, Métis, and Inuit histories, cultures, and perspectives through professional learning and meaningful engagement with Indigenous Elders, Knowledge Keepers, and community members.
- Provide a broad range of learner-centered programming and supports that respond to the diverse needs, strengths, and interests of students.
- Act on feedback from students, families, and school community stakeholders to strengthen inclusive educational practices and improve student experiences.
- Support the ongoing implementation and continuous improvement of the Virtual Education Program for Grades 10–12 through collaboration, feedback, and student support.
- Utilize creative and intentional scheduling practices to maximize opportunities for in-person, hands-on learning experiences, particularly for high school students.
- Promote and support initiatives that enhance the physical, mental, emotional, and social well-being of students and staff.
- Foster partnerships with community agencies and service providers to strengthen supports for student health, wellness, and success.
- Advocate for equitable access to social-emotional learning opportunities and collaborative wraparound supports that contribute to safe, caring, and inclusive learning environments.
- Promote and model the Division's commitment to anti-racism, belonging, and respect for diversity.
- Participate in professional learning and collaborative practices that strengthen inclusive education and support the success of all learners.

School Budget Considerations

For the 2026- 2027 School Year



Literacy and Numeracy Development

- Purchasing subscriptions to interactive, developmentally appropriate educational software to enhance the ability of teachers to differentiate instruction for the purpose of targeting students' specific needs.
- Purchasing curriculum support materials to enhance decoding, comprehension & fluency practice and instruction across grades.
- Purchasing hands-on materials and supplies to implement targeted numeracy interventions to students in multiple grades who require small-group and one-on-one instruction.
- Revitalizing library and extended text materials by purchasing new novel-length books (fiction and non-fiction) to support independent and small group reading activities.
- Ensuring school staffing allows for a reduction in the number of grades in each language arts and math class whenever possible.

Inclusionary Culture

- Inviting local Indigenous Elders and Knowledge Keepers to share cultural activities and knowledge with our students.
- Providing opportunities for students to engage in hands-on learning opportunities through Career Technology Foundations and Career Technology Studies courses and opportunities in a variety of fields including, but not limited to construction, sewing, foods, wildlife, agriculture and fitness.
- Increase staff and student knowledge about the history of local Indigenous groups through activities such as the Blanket Exercise.
- Providing awards and incentives for students to achieve their personal best academically, athletically and as citizens through Positive Behavior Improvement Plans and annual awards celebrations.



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