Lloyd Garrison School

3 Year Education Plan 2021-2024

Learning, Growing, Succeeding Together

Mission Statement: *Learning, Growing, Succeeding Together*

Vision Statement: *To provide opportunities for learning that foster growth and success for each individual learner.*

At Lloyd Garrison School we value:

Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.

Excellence in learning: Setting high expectations within a positive environment will lead to high levels of achievement.

Accountability: Ownership and accountability for one's learning and behaviour results in academic success

Respect: Treating others with kindness and dignity and caring for the learning.

Safety: We believe that a safe and caring environment creates emotional and physical safety for all.

Peace River School Division

Learning Together - Success for All

PEACE RIVER SCHOOL DIVISION PRIORITIES
1. Literacy development achievement
2. Numeracy development achievement
3. Inclusionary and responsive culture

Laura Krumpholz
Principal, Teacher 1/2/3

Suzanne McCann
Kindergarten Teacher

Andrew Gunderson
Jr & Sr High Teacher

Michelle Mousseau
Jr High Teacher

Laurie Carnegie
Office Manager & SB

Helen Wevik
Teacher 4/5/6

Laurie Crowder
Info Specialist & EA

Judith Kamphuis
EA & YES worker

Jennifer Watchorn
Educational Assistant

Judy Wiebe
German Teacher & EA
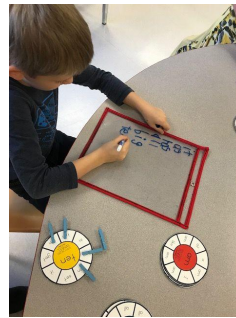
Corinne VerVoort
Caretaker

Ron VerVoort
Caretaker

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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);

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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. Implementing Leveled Literacy Intervention and/or guided reading within each classroom in accordance with the Benchmark Assessment System.

2. Ongoing progress monitoring, which includes the BAS, Dolch words, and Words Their Way.

3. Utilizing English as a Second Language Benchmarks to guide instruction.

4. Using a school-wide phonemic awareness program.

5. Using a school-wide phonics program to maintain consistency among the grades.

6. Teaching to the students level and ability.

7. Library books leveled to students reading abilities as well as interests.

8. Incorporate Instructional Coach to assist teachers in continuing with learner profiles to identify students needs.

9. Using the Collaborative Response model to discuss students needs, tiers of interventions and supports.

10. Utilizing the Empowering Writers framework for upper elementary students.

11. Accessing and utilizing assistive technology to enhance our literacy programming.

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School strategies for Goal Two – Numeracy:

1. Following PRSD's math scope and sequence for grades 4-9.

2. Ongoing progress monitoring, which includes the MIPI, NCATs, and classroom assessment.

3. Teaching to the students level and ability.

4. Incorporate Instructional Coach to assist teachers in continuing with learner profiles to identify students needs.

5. Using the Collaborative Response model to discuss students needs, tiers of interventions and supports.

6. Accessing and utilizing assistive technology to enhance our numeracy programming.

7. Using hands on and creative numeracy lessons that include manipulatives and math games to enhance instruction and ensure mastery.

8. Meeting students needs by small group instruction where necessary.

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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;

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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.
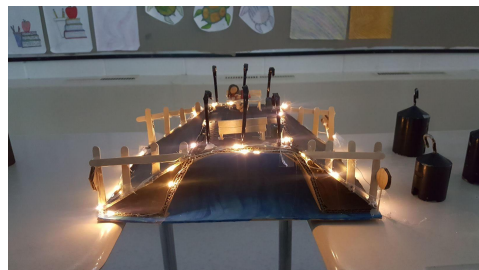
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School strategies for Goal Three:
Inclusionary and Responsive Culture

1.Work with families to ensure regular and consistent attendance.

2.Work with students to create a career plan.

3. Engage students in fun and creative learning. Programming to include health, physical education, fine arts, culinary arts and home economics.

4. Utilizing the schools designated Youth Education Support worker to help students with strategies to maintain good physical and mental health.

5. Universal design for learning to provide the best program for students within the classroom setting.

6. Embedded Collaborative Response Meeting time within the school year for all staff.

7. Provide a broad range of learner centered programming and supports to best meet learning needs.

8. Incorporate monthly safety messages from September to June in our school's newsletter, bulletin boards and foyer TV display.

9. Students will be involved with various citizenship activities to develop leadership skills.

10. Staff will collaborate and develop Individualized Program Plans for students who have educational needs.

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School Budget Considerations

General

1. Resources ie. textbooks

2. Science materials ie. microscopes

Goal One: All students are literate

1. Purchase Remediation Plus

2. Purchase Heggerty Phonemic Awareness

Goal Two: All students are numerate

1. Scientific Calculators for students

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

1. YES worker allotted time

2. Educational assistant FTE based on need.