



Peace River School Division

Learning Together - Success for All

2024-2029 Lloyd Garrison School *Education Plan*



1

YEAR
ONE

Garrison  **Lloyd**
School 



A Message from our Principal

Kevin Munch BSc, BEd, MEd

I am excited to present the first year of the 2024-2029 Education Plan. Lloyd Garrison 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.

Berwyn is a small, rural community with a population of approximately 500. The primary employers are agriculture and resource industries. Lloyd Garrison School is the only school in the community and our students usually stay with us through graduation. Local residents are supportive of the school and staff continually look for ways to involve parents within the learning process.



Kevin Munch
Lloyd Garrison School

Foundation Statements

OUR MOTTO:

- L** Learning
- G** Growing
- S** Succeeding together!



OUR VISION:

First Choice for Students:
We are a dynamic learning community focused on student success.

OUR MISSION:

To create a positive and mindful learning community in which all students can collaborate, learn, and grow.

Principles & Beliefs

- **B**elonging: creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.
- **E**xcellence in Learning: setting high expectations within a positive environment will lead to high levels of achievement.
- **A**ccountability: ownership and accountability for one's learning and behaviour results in academic success.
- **R**espect: treating others with kindness, dignity, and caring for learning.
- **S**afety: students learn in a safe and caring environment.

Quick Facts



80 +
STUDENTS



10 +
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) 2023 - 2024 Data	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data	18	1	1
Reading Comprehension Assessment Tool (RCAT) Data	11	5	18
Writing Assessment Tool (WAT) Data 2023 - 2024 Winter	Content 15 Mech 20 Org 17	Content 22 Mech 17 Org 18	Content 9 Mech 9 Org 11
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12	Gr 1-6: <10% Gr 7-9: 0% Gr 10-12: 33.3%	Gr 1-6: ~50% Gr 7-9: 0% Gr 10-12: 11.1%	Gr 1-6: ~50% Gr 7-9: 100% Gr 10-12: 66.7%
Most Current PAT Results	Gr 9: 25%		Gr 6: 100%
Five-year PAT Results Trend Data	**	**	**
Most Current Diploma Exam Results			100%
Five-year Diploma Exam Results Trend Data	**	**	**

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

** Due to the limited number of students in grade 6, 9, and 12, trends are unavailable.

School Strategies

Goals One: Literacy Development

1. LGS administration will continue to support teachers and support staff in fostering high quality teaching to improve literacy knowledge and skills.
2. LGS administration will facilitate/provide professional development for teachers and support staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. LGS administration will work with teachers and support staff to develop professional development plans that align with the division's literacy goals.
4. As part of the division's LAF, LGS administration will provide support to teachers to administer the RCAT to Grades 4-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's Literacy Assessment Framework (LAF), LGS administration will provide support to teachers to administer the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).
6. As part of the division's LAF, LGS administration will provide support to teachers to administer the division's WAT for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. LGS administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
8. LGS administration will work with school-based leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.
9. LGS administration will support teachers and supports staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data) 2023 - 2024 Data	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data NS = Number Sense Op = Operations Winter Period 57 Students	NS - 9 Op - 16	NS - 11 Op - 6	NS - 26 Op - 20
Math Intervention/Programming Instrument (MIPI) Data Grades 8-10			Gr 8 - 0% Gr 9 - 25% Gr 10 - ?
EICS Math Assessment (EICS MA) Grades 1-7	23	8	6
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12	Gr 1-6: 0% Gr 7-9: 8.3% Gr 10-12: 0%	Gr 1-6: <35% Gr 7-9: 0% Gr 10-12: 0%	Gr 1-6: >60% Gr 7-9: 91.6% Gr 10-12: 100%
Most Current PAT Results Gr 6: 2022 - 2023 Data Gr 9: 2022 - 2023 Data	Gr 9: 50%		Gr 6: 100%
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 male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

** Due to the limited number of students in grade 6, 9, and 12, trends are unavailable.

School Strategies

Goal Two: Numeracy Development

1. LGS administration will continue to support teacher leaders in fostering high quality teaching to improve numeracy knowledge and skills.
2. LGS administration will facilitate/provide professional development for teachers and support staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. LGS administration will work with teachers and support staff to develop professional development plans that align with the division's numeracy goals.
4. As part of the division's Numeracy Assessment Framework (NAF), LGS administration will provide support to teachers to administer the EICS MA to Grades 1-7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grades 1-7 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the division's NAF, LGS administration will provide support to teachers to administer the NCAT in Grades 1-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the division's NAF, LGS administration will provide support to teachers for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.

LGS administration will continue to support working committees of teachers to

7. collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.

LGS administration will work with teacher leaders to respond to feedback provided by

8. students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.

LGS administration will support teachers and support staff in continually seeking

9. opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

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

1. LGS administration will support teachers and support staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. LGS administration will continue to support teachers in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. LGS administration will work with teacher leaders to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
4. LGS administration will promote and support opportunities to improve health and wellness among students and staff.
5. LGS administration will continue to foster community partnerships to support teachers and supports staff in effectively responding to student health and wellness needs.
6. LGS administration will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
7. LGS administration will continue to support teachers and support staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
8. LGS administration will promote the Division's anti-racism policy.
9. LGS administration will facilitate professional learning for teachers and support staff on inclusionary education practices

School Budget Considerations

For the 2024-2025 School Year



Literacy and Numeracy Development

- Instruction: continue to prioritize investing in resources and materials that will have the greatest impact on student achievement. Priority for the future should be in numeracy as we are seeing significant achievement concerns in this category.
- Staff Professional Development: professional growth plans for certified and non-certified staff will need to contain goals with respect to literacy and numeracy improvement. Adequate and appropriate funding, along with exploring funding options outside of the school, will need to be provided and maintained into the future.

Inclusionary Culture

- While results here are encouraging, proper funding for existing and future programs will need to be maintained.
- Retaining our Student Support Worker, which will require support from the division and the province with respect to funding, is essential as much of our Inclusionary Programming is met through this position.



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