

Grassland School Education Plan 2023-2026



Small School. Big Heart. Bigger Community Spirit.

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Principal's Message

It is my pleasure to present this school Education Plan for Grassland School. This is my first year as the principal. It has been a pleasure to work here. The staff and students have been amazing!

I am proud to lead a school where the focus has shifted more to academic success, while still providing opportunities for students beyond the walls of the classroom.

Grassland School continues to pride itself in its family atmosphere where everyone looks out for each other, and also prides itself in the community connections it makes.





Larry Irla, Principal

Foundational Statements

Vision:

Grassland School values:

- a family oriented school with connections to community and the bigger world
- students that exemplify characteristics of collaboration, respect, citizenship, acceptance and perseverance
- students that enjoy attending and feel safe, happy, and secure within an inclusive and individualized learning environment
- enriching life-long learners that can creatively and critically think as they move into the future



Mission:

Our mission at Grassland School is to:

- create independent creative thinkers that foster a sense of community
- create respectful citizens that inspire lifelong learning
- help learners find the spark within themselves and others
- foster acceptance and celebrate successes

Motto: Small School. Big Heart. Bigger Community Spirit.



Planning and Priorities

The Grassland School Education Plan is based on three key priorities

- **Student Success and Completion**
- **Wellness**
- **Engagement**



Our Context

Grassland School is located in the hamlet of Grassland, Alberta (180 km northeast of Edmonton) and has students enrolled in Great Beginnings (pre-school) to Grade 9. Our school has a strong academic focus while ensuring there are other co-curricular and extra-curricular activities for students to take advantage of.

Student Enrolment: 69 (Great Beginnings to Grade 9)

Staff Profile:

- 6 teachers
- 4 educational assistants
- 2 support staff



Alberta Education Assurance Measures

Overall Summary Fall 2022

Assurance Domain	Measure	Grassland Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.1	83.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	63.3	87.4	90.7	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	*	*	67.5	83.2	83.4	81.1	*	*	*
	5-year High School Completion	65.8	70.4	78.2	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	73.1	n/a	86.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	17.3	n/a	13.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	75.8	85.6	94.9	89.0	89.6	90.3	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.7	88.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	66.8	75.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	62.1	72.4	96.9	78.8	79.5	81.5	Very Low	Declined Significantly	Concern

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Reflection on Results

Please note that only 6 parents and 3 teachers completed the Alberta Education Assurance Survey in May 2022. This definitely had an effect on the results shown. Measures were taken by school administration in February 2023 to ensure more parents and teachers completed the survey.

Measures were also taken by school administration and staff to ensure there is a positive learning environment. This should show a positive result in future reports.



PRIORITY ONE: Student Success and Completion

Students are successful from the time they enter school until high school completion, and beyond.

Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Learning

Outcomes, Strategies and Measures for 2023-24:

Outcome	Students are able to read fluently for meaning and enjoyment
Strategies	<ul style="list-style-type: none">● Comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, and independent reading● Small group instruction that occurs during regular classroom instruction as well as during pull-out intervention programming● Structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies● Data-informed planning and instruction
Measures	<ul style="list-style-type: none">● Fountas and Pinnell reading levels● Phonological Awareness screening and progress monitoring tools● Phonics screening and progress monitoring tools● Reading Readiness Screening Tool● Grades 6 & 9 Provincial Assessment Test Part B results in English Language Arts● Assurance measure results in the area of student engagement and interest in Language Arts



Outcome	Students use math fact and procedural fluency to solve problems
Strategies	<ul style="list-style-type: none"> ● Focus on small group and targeted instruction practices that occur during regular classroom instruction as well as during pull-out intervention programming ● Fact fluency interviews for diagnostic purposes ● Use of Jump Math, Pearson Mathology resource (i.e. Little Books), Mathletics software ● 40 minute daily math pull-out (teacher led)
Measures	<ul style="list-style-type: none"> ● Early numeracy screening and progress monitoring for at-risk students ● Math Intervention Programming Instrument (MIPI) data ● Government of Alberta numeracy screening assessment data ● Mathletics data ● Grades 6 & 9 Mathematics Provincial Achievement Results

Outcome	Students build knowledge and evaluate information to become independent thinkers
Strategies	<ul style="list-style-type: none"> ● Try-A-Trade activities in Junior High Options classes ● Opportunities for all students to learn coding ● Division Robotics Competition
Measures	<ul style="list-style-type: none"> ● Grades 6 & 9 Provincial Achievement Results in Science and Social Studies ● Standard of Excellence results



PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Related Alberta Assurance Domains: Teaching and Learning & Learning Supports

Outcomes, Strategies and Measures for 2023-24:

Outcome	Students and staff are able to resolve conflicts in a healthy manner
Strategies	<ul style="list-style-type: none"> • Use of the WITS program strategies to deal with student-to-student conflict • Continue to ensure that staff are up to date in Supporting Individuals through Valued Attachments (SIVA) training
Measures	<ul style="list-style-type: none"> • Students know what WITS stands for

Outcome	Schools implement collaborative support processes to effectively address diverse learning needs
Strategies	<ul style="list-style-type: none"> • Continue to provide time for collaborative planning and team meetings using the framework of Collaborative Response (Jigsaw Learning) • Use a tiered continuum of supports to ensure students are receiving the supports they need • Ensure that Individual Programming Plans (IPPs) for students are completed and updated in a timely manner
Measures	<ul style="list-style-type: none"> • Staff feedback on confidence in the Collaborative Response approach



Outcome	Students and staff are well-regulated
Strategies	<ul style="list-style-type: none"> • Daily opportunities for exercise • Physical literacy and mental health education • Access to healthy food choices
Measures	<ul style="list-style-type: none"> • Utilization rates of school counselor • Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments



PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context

Outcomes, Strategies and Measures for 2023-2024:

Outcome	Positive community relations contribute towards student success
Strategies	<ul style="list-style-type: none"> ● Invite community members to some school assemblies (i.e. Remembrance Day ceremony) ● School administration attends Grassland Agricultural Society meetings ● Pair up with Grassland Ag Society to put on a Christmas Concert ● Have students assist the Grassland Agricultural Society set up the Community Hall for events ● Involve the RCMP and Fire Department in school activities (i.e. Remembrance Day ceremony, Turkey Trot)
Measures	<ul style="list-style-type: none"> ● Assurance Measure Survey on Parent Involvement ● Parent engagement in communication and school events ● Feedback from community groups (i.e. Grassland Agricultural Society)

Outcome	Staff and students have a sense of belonging
Strategies	<ul style="list-style-type: none"> ● Access to student citizenship and leadership programming ● Students have access to a variety of extra-curricular programs and complementary courses ● Grade 5/6 “Go Zen” sessions provided by Family and Community Support Services (FCSS)
Measures	<ul style="list-style-type: none"> ● Assurance Measure Survey results on Citizenship



Outcome	Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all
Strategies	<ul style="list-style-type: none"> ● Budget decisions based on student needs and staff capacity ● Review spending on a monthly basis ● Optimal staff professional development opportunities ● Allocation of resources for Indigenous student success ● Increase staff training in STEM ● Provide opportunities for cross-graded and cross-curricular programs ● Ensure Grade 9 students and parents are attending the Boyle High School Orientation session regarding programming ● School promotion materials
Measures	<ul style="list-style-type: none"> ● Aspen View budget allocations ● Tracking literacy and numeracy improvement ● Tracking professional development to ensure money spent is aligned with school priorities ● Assurance Measure Survey results on Parental Involvement and School Improvement ● School council minutes, staff meeting minutes, Occupational Health and Safety updates



Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity
Strategies	<ul style="list-style-type: none"> • Indigenous students have opportunity to learn about traditions and engage in cultural practices at school (eg. smudging, talking circles, stewardship of a tipi, etc.) • Access to Elders and Knowledge Keepers to support Indigenous student success and wellness
Measures	<ul style="list-style-type: none"> • First Nations, Métis and Inuit students attend school regularly

Outcome	All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives.
Strategies	<ul style="list-style-type: none"> • All students have the opportunity to learn about Indigenous cultural practices and traditions • School-based lead continues to collaborate, build their capacity and connect with Elders and Knowledge Keepers to bring cultural teachings into the school • Indigenous land-based learning experiences
Measures	<ul style="list-style-type: none"> • Students and staff report an increased understanding of Indigenous foundational knowledge • Staff report increased confidence in addressing the curricular outcomes related to First Nations, Métis and Inuit history, knowledge and cultural practices



Stakeholder Engagement

Decision-making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Opportunities for Engagement	<ul style="list-style-type: none"> ● School administrator attends Education Planning Retreat focused on Division Priorities, Outcomes, Strategies and Measures ● School administrator attends Grassland Agricultural Society meetings ● Staff meetings ● Parent Council meetings ● Staff attending a variety of Professional Development opportunities ● School assemblies ● Students providing feedback to the Student Voice meetings with Aspen View trustees ● Informal discussions with students
What We Heard	<ul style="list-style-type: none"> ● Parents are supportive of the school having more focus on academic success ● Student wellness is a concern. The school will look for ways to increase mental health supports for students and continue to connect with the Aspen View School Counselor / Student Services Consultant and FCSS

