

Grassland School Education Plan 2024-2027



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 plan embodies our commitment to excellence. It provides a roadmap that not only upholds our rich traditions but also paves the way for a future where every student can thrive academically, socially, and emotionally.

To create this plan, I drew upon the collective wisdom of school staff, input from parents, and the aspirations of our students. This hopefully results in a plan that encompasses a range of initiatives designed to elevate the learning experiences for our students.

I am proud to lead a school where we continue to focus on academic success, while still providing opportunities for students to have fun with each other. We are dedicated to fostering a nurturing and inclusive environment where every student feels valued, supported, and empowered to reach their full potential.

Grassland School continues to pride itself in its family atmosphere where everyone looks out for each other, and also takes pride 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**

As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007).

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: 65 (Great Beginnings to Grade 9)

Staff Profile:

- 6 teachers
- 4 educational assistants
- 1 support staff



Alberta Education Assurance Measures

Overall Summary Fall 2023

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	86.8	80.1	80.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.9	63.3	75.9	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	*	*	67.2	80.7	83.2	82.3	*	*	*
	5-year High School Completion	*	65.8	78.7	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	86.4	57.1	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	9.1	17.9	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	90.5	75.8	86.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.9	71.7	71.7	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	78.8	66.8	66.8	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	86.0	62.1	79.4	79.1	78.8	80.3	Very High	Maintained	Excellent

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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

In May 2022, only 6 parents and 3 teachers completed the Alberta Education Assurance Survey. In May 2023, this improved to 15 parents and all 6 teachers completing the survey.

Measures were also taken by school administration and staff in the 2022-2023 to ensure there is a positive and academic learning environment. This is reflected in the overall improvement viewed by students, staff and parents in the summary report above.

While it was good to see an improvement in the students achieving an Acceptable level on the Grade 6 and 9 PAT exams, there is still a concern with the number of students receiving Excellence. Teachers will be working with students to continually improve PAT results.



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 2024-2025

Outcome	Teachers employ quality assessment practices to achieve high levels of student success
Strategies	<ul style="list-style-type: none">● Teachers collaboratively establish subject-specific criteria that is in alignment with Division standards for Basic, Proficient and Excellent levels of achievement● Teachers critically analyze results from common assessments● Teachers share strategies with other Grassland Staff (and with other Aspen View staff when given opportunities) to address gaps and misconceptions revealed in common pre- and summative assessments● School administrator and teachers periodically analyze and discuss assessment tasks and results
Measures	<ul style="list-style-type: none">● Use of common assessments● Participation in collaborative inquiry● Reliability in teacher-awarded grades and standardized test results● The quality, variety and frequency of assessment tasks is in alignment with Administrative Procedure 360



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 regularly during classroom instruction as well as 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 ● Use the Reading Comprehension Assessment Test (RCAT) and work with facilitator from Edu-Best to support explicit instruction in reading comprehension skills categories ● Using Division assessment criteria (i.e. Common Writing Assessment rubric)
Measures	<ul style="list-style-type: none"> ● Fountas and Pinnell reading levels ● RCAT screening and progress monitoring ● Phonological Awareness screening and progress monitoring tools ● Phonics screening and progress monitoring tools ● Kindergarten Literacy Assessment ● 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 ● School administrator observations and evidence in teacher planning of comprehensive literacy, structured literacy and small group instructional practices ● LeNS and CC3 results



Outcome	Students are able to express clear and interesting ideas through writing
Strategies	<ul style="list-style-type: none"> ● Use of Division Scope and Sequence for writing ● Use of Division rubric and exemplars for writing ● Use of Division-developed units that emphasize the reading-writing connection ● Collaborative marking of Division Common Writing Assessments
Measures	<ul style="list-style-type: none"> ● Division Common Writing Assessments Grades 1 to 9 ● Words Their Way spelling inventory ● Grades 6 & 9 Provincial Assessment Test Part A results in English Language Arts

Outcome	Students are conceptual thinkers, procedurally fluent and capable problem solvers in Math.
Strategies	<ul style="list-style-type: none"> ● Math pre-assessments and screens ● Implementation of Division midpoint and year-end math common assessments ● Ensuring not just concrete representations are used in Math (using visual and symbolic representations as well) ● Strategies-based approach to fact fluency ● Students work collaboratively and are provided regular opportunities to develop problem solving skills ● Small group instruction practices that occur regularly during classroom instruction as well as during pull-out intervention programming ● Use of Jump Math, Pearson Mathology resources; Mathletics software
Measures	<ul style="list-style-type: none"> ● Early numeracy screening and progress monitoring for at-risk students ● Government of Alberta numeracy screening assessment data ● Mathletics data ● Grade level common assessment results ● 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"> • Division Robotics Competition • STEM programming within the classroom setting and cross-graded activities • CTF programming (Junior High Options) • All students to learn coding in class and some noon hour preparation prior to Robotics Competition • Science classes have a focus on scientific inquiry and computational thinking
Measures	<ul style="list-style-type: none"> • Participation numbers in Division Robotics Competition • Anecdotal evidence of activities focused on scientific inquiry • Grades 6 & 9 Provincial Achievement Results in Science and Social Studies • Increase in 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 2024-25:

Outcome	Students and staff are well-regulated, able to resolve conflicts in a healthy manner and feel safe
Strategies	<ul style="list-style-type: none"> ● Professional development sessions related to Wellness ● Professional development focused on Diversity, Equity and Inclusion ● Digital safety awareness and regulation of access to devices ● Staff receive their entitled breaks throughout the day ● Supporting Individuals through Valued Attachments (SIVA) training ● Implementation of Dispute Resolution Administrative Procedure ● Violent Threat Risk Assessment Training ● Staff uses collaborative processes to build collective efficacy ● Use of the WITS program strategies to deal with student-to-student conflict ● Access to healthy food choices ● Building relationships among students and giving older students leadership opportunities through cross-graded activities
Measures	<ul style="list-style-type: none"> ● Student and staff attendance rates ● Guarding Minds at Work Survey Results ● Student mental health survey ● Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments ● When asked, a student would be able to state what WITS stands for



Outcome	Students and staff have equitable access to supports
Strategies	<ul style="list-style-type: none"> ● Inclusive Education Lead works collaboratively with teachers on supports and strategies for diverse learning needs ● Teachers plan for and communicate with educational assistants to maximize classroom supports ● School counsellor and FCSS School Liaison supports ● School administration promotes awareness of supports and services available to staff
Measures	<ul style="list-style-type: none"> ● Feedback on the use of the Individualized Program Plan as a guiding document ● Assurance Measure Survey on Access to Supports and Services ● Utilization rates of school counselor and FCSS School Liaison



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• Have students assist the Grassland Agricultural Society set up the Community Hall for events• Involve the RCMP, County of Athabasca 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 ● Recognition of events such as National Day of Truth and Reconciliation and Pink Shirt Day ● Access to Aspen View School Counselor and Family and Community Support Services (FCSS) School Liaison Worker ● EA time used to work with new English language learners on basic vocabulary, etc.
Measures	<ul style="list-style-type: none"> ● Guarding Minds at Work survey result ● Related Assurance Measure results



Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	First Nations, Métis and Inuit students experience environments that positively represent and support 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.) • Regular connections with 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 staff access the Division resources dedicated to the development of instructional activities that address curricular outcomes related to building an understanding of Indigenous knowledge, history and perspectives • School-based leads continue to collaborate, build their capacity and connect with Elders and Knowledge Keepers to bring cultural teachings into the school • Indigenous land-based learning experiences • Indigenous performances (i.e. hoop dancing) for all students • Teachers inform and consult with school administration in regards to lessons and activities taking place in classrooms
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"> ● Staff meetings ● School Council meetings ● School events ● School administrator attends Grassland Agricultural Society meetings ● Student Council ● Students providing opportunities to give feedback to Aspen View trustees (i.e. Student Voice meetings)
What We Heard	<ul style="list-style-type: none"> ● Parents are supportive of the school having more focus on academic success ● Student wellness remains 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

