

Grassland School Education Plan 2025-2028



Small School. Big Heart. Bigger Community Spirit.

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Principal's Message

As the principal of Grassland School, I am honored to serve this incredible school community, where students, staff, and families work together to create a supportive and engaging learning environment.

We are committed to fostering student success in all its forms—academic, social, and emotional. Our dedicated staff work tirelessly to create meaningful learning experiences that inspire curiosity, critical thinking, and a lifelong love of learning. Whether in the classroom, on the playground, or through extracurricular activities, we strive to nurture well-rounded individuals who are ready to take on the challenges of an ever-changing world.

A strong school is built on strong relationships, and we deeply value the partnership between home, school, and the wider community. We believe that when we work together, we can create opportunities that enrich our students' educational journey.

We are committed to fostering a culture of excellence, inclusion, and respect. By focusing on high-quality instruction, student well-being, and meaningful engagement, we aim to ensure that every child reaches their full potential.

I encourage you to stay connected with us throughout the year. Together, we can make Grassland School a place where every student feels supported, challenged, and inspired.



Thank you for your ongoing support!



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 provide students with individualized support and opportunities to succeed in a safe, caring and family-oriented environment, allowing all students to achieve measured success.

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: 86 (Great Beginnings to Grade 9)

Staff Profile:

6 teachers

5 educational assistants

1 support staff



Alberta Education Assurance Measures

Overall Summary Fall 2024

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	83.2	86.8	83.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.5	84.9	74.1	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	*	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	*	*	68.1	88.1	88.6	87.3	*	*	*
	PAT6: Acceptable	62.5	83.3	83.3	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	Education Quality	89.3	90.5	83.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	87.5	86.9	79.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	83.9	78.8	72.8	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	90.9	86.0	74.0	79.5	79.1	78.9	Very High	Improved	Excellent

Reflection on Results

In 2024, 19 parents, 6 teachers, and 32 students completed the survey.

Measures continue to be taken by school administration and staff 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.

In the summary report above, it expresses the Grade 6 PAT results as Low. In Science 6, two students of the eight in Grade 6 were excused from the Science 6 and Social Studies 6 PATs. Alberta Education regards that as a student not achieving the Acceptable standard. Taking that into account, of the six students who wrote the Science PAT, 83.3% achieved the Acceptable standard. 83.3% of those same students achieved the Acceptable standard for the Social Studies 6 PAT as well.

School administration along with teachers have looked over the PAT results on a deeper level to see if there is an area or areas that need further focus and instruction. With the numeracy framework that teachers have been using, which includes more focused work with problem solving and using more pictorial representations vs. concrete, it is hoped that Math 6 and 9 results will improve overall. Language Arts teachers will work with students on organizing and writing, along with analyzing texts based on their organizational traits. Teachers will also be planning for adequate review time prior to the PATs.



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 Leading

Outcomes, Strategies and Measures for 2025-2026

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 Satisfactory, 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 Aspen View 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) to support reading comprehension skills ● Using Division assessment criteria (i.e. Common Writing Assessment rubric) ● EA time used to work with new English language learners on basic vocabulary, etc.
Measures	<ul style="list-style-type: none"> ● 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, CC3, and PAST results ● Words Their Way spelling inventory ● EAL Benchmark tools



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 and lessons 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 and use 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 (Science curriculum) 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 2025-26:

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● Dispute Resolution Administrative Procedure 154● 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● 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 • Introducing students to a variety of career paths • Consistent collaboration on the creation of Individualized Program Plans
Measures	<ul style="list-style-type: none"> • Individualized Program Plans are re-evaluated as needed • 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 2025-2026:

Outcome	Positive community relations contribute towards student success
Strategies	<ul style="list-style-type: none">● Invite community members to school assemblies (i.e. Remembrance Day ceremony)● School administration attends Grassland Agricultural Society meetings● 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. • Students have access to a variety of cultural experiences (i.e. parents providing a student meal)
Measures	<ul style="list-style-type: none"> • 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 • Nominate students for Indigenous Student Spirit Award
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 and other resources (i.e. ATA) dedicated to the development of instructional activities that address curricular outcomes related to building an understanding of Indigenous knowledge, history and perspectives • 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 • 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

