



Worsley Central School 2021-2024 Education Plan



School vision

Our vision is to create a safe, caring, collaborative learning environment. Staff and students are self-fulfilled, engaged lifelong learners who are responsible and empathetic citizens, both locally and globally. We value education and take pride in achieving to our full potential as a means of crafting opportunities for the future.

School mission

Working, Caring, Succeeding

School values

Hard work, strong ethics, empathy, consideration and respect.



PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/achievement
2. Numeracy development/achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate.

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate.

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

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 4 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);
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. Small group, guided reading for grade 1 – 6;
2. Differentiated literacy instruction for grades 1-9;
3. Structured, systematic, explicit daily phonics instruction grades 1-6;
4. Structured, systematic, explicit writing instruction for grades 1-9;
5. Targeted, small-group interventions to address difficulties in phonemic awareness, reading comprehension and phonics;
6. Parental support and communication to support literacy learning at home;
7. Using technology to support and enhance literacy instruction and provide appropriate accommodations or differentiation;
8. Emphasis on discussion, questioning and listening skills in small group and universal settings.



School Strategies for Goal Two – Numeracy:

1. Implementing hands-on, play-based learning for primary grades;
2. Progressing through numeracy skills instruction focussing on concrete, pictorial, and symbolic progressions;
3. Emphasis on math fact fluency at appropriate developmental levels;
4. Structured numeracy connections and communication between school and home;
5. Vertical alignment between grades and concepts;
6. Universal instruction in mathematical thinking strategies such as subitizing, drawing pictures to solve problems, and math meetings;
7. Differentiated instruction surrounding real-life applications of mathematical problems;
8. Providing numeracy tools and supports such as hundreds charts, multiplication tables, calculators, formula sheets, and manipulatives.



GOAL THREE – All students are successful through inclusionary practices in an 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 appropriate documentation such as Individual Program Plans (IPP) and Behaviour Support Plans (BSPs);
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 that implemented strategies to address the top five most important 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;
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.



School Strategies for Goal Three: Inclusionary and Responsive Culture

1. Small group and universal instruction on conflict resolution using our W.I.T.S program (elementary);
2. Small group and universal instruction regarding anti-racism and microaggressions (junior/senior high);
3. Explicit instruction supporting positive, healthy behaviors surrounding nutrition, wellness and body image (K-12);
4. School-wide collaborative response model addressing students needs and coordinating supports for students in academic, social/emotional, behavioral, and attendance areas;
5. Speech, Occupational Therapy, Physio-therapy and Psychology services available through Peace Collaborative Services for students who require them;
6. School-wide Positive Behavior Intervention & Support Plan;
7. All grades and courses utilize best practices in assessment and reporting including allowing students to demonstrate their knowledge in multiple ways;
8. Engaging families in the academic lives of students through volunteerism, celebrations, communication, and decision making.



School Budget Considerations

General

1. Allocation for certified substitute teachers to allow teachers access to timely, relevant professional development to better provide services to students. \$5328/year
2. Allocation for updating and maintaining school equipment and furniture. \$4750/year
3. Allocation for student awards to support high academic achievement. \$2000/year

Goal One: All students are literate

1. Allocation for updating and maintaining a robust library and learning commons. \$1720/year
2. Allocation for software & online applications to support literacy learning. \$500/year
3. Allocation for classroom library updates. \$250/classroom

Goal Two: All students are numerate

1. Allocation for software & online applications to support numeracy learning. \$500/year
2. Allocation for classroom math & science manipulatives. \$250/classroom
3. Allocation for instructional programming material upgrades (textbooks, workbooks, resource guides). \$500/year

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

1. School nutrition grant to provide healthy meals and snacks to all students. \$6248/year
2. Allocation for First Nations, Metis and Inuit special programming or events. \$840/year
3. Allocation for special supplies, materials or equipment required by students to assist with implementing individual program plans. \$1200/year