



# École Montrose

Principal: Andrea Couture

## 3-Year School Education Plan

2021/2022 – 2023/2024



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



[www.gppsd.ab.ca/school/montrose](http://www.gppsd.ab.ca/school/montrose)



**GPPSD2357**

## Who we are!

**Our Mission and Vision: École Montrose is a caring community that values and fosters collaboration, perseverance, and excellence in a diverse and bilingual environment.**

**Preschool – Grade 8**



**658 Students**



**45 Staff**



**School Council our Partners in Education**  
Meets the third Wednesday of every month at 6:15 pm



## At École Montrose we ...

provide opportunities for students to excel and develop leadership skills through collaboration and perseverance to be actively engaged citizens who can learn and work in French or English. In our early and late French Immersion programs, we develop strong interactive French speaking environments where mutual respect and culture are in the forefront.

## Our Education Plan is focused on:

**Priority: Inclusion - The physical, mental, and emotional well-being of our students and staff is supported.**

**Outcome: Increased Social Emotional Learning for students**

### Strategies

- Establishment of social emotional learning committee (teachers, admin, students).
- School wide social emotional plan with key focus areas based on identified student needs.
- The use of targeted plans and lessons with a focus on the SEL themes that meet the needs of our current students.

### Evidence

- Creation of a social emotional learning committee that includes targeted representation.
- Increase in overall student perception of wellness and needs being met.
- Increase in students applying specific strategies related to focus areas as observed by teachers and students (pre and post data).

**Outcome: Supporting the physical, mental and emotional well-being of staff**

### Strategies

- School wide social emotional plan that supports capacity building for effective classroom management and instruction.
- Embedding mindfulness and wellness activities into everyday practices (PL Fridays, weekly bulletin, staff recognition).

### Evidence

- Increase in overall teacher perception of targeted lessons having an impact on SEL of students and classroom management and, in turn, teacher personal wellness.
- Increase in overall student perception of wellness and needs being met.
- Increase in staff perception of their mental and emotional well-being being valued.

**Priority: Teaching, leading and learning that prepares students academically, socially, and emotionally for high school completion and future success through a second language learning focus.**

**Outcome: Classroom instruction that prioritizes second language learning.**

**Strategies**

- Values and beliefs surrounding French language and culture are established and used in school and classroom planning.
- Guiding principles surrounding French language and culture are established, posed visually, and included in school and classroom planning
- Embedded time for teachers to share specific strategies and instructional practices related to second language learning (neurolinguistic approach to language learning, etc.).

**Evidence**

- Defined values and beliefs that are visible in all that we do.
- Guiding principles that are visible in all that we do.
- Increase in use of specific second language strategies and instructional practices.

**Outcome: Developing, and applying First Nation, Métis and Inuit foundational knowledge with staff and students.**

**Strategies**

- Embedded time to build foundational knowledge during staff meetings and professional learning Fridays.
- Investing time and budget (student resources, teacher resources, instructional resources, etc.) into building a bank of resources that develop a deeper understanding and knowledge.
- Inviting First Nations, Métis and/or Inuit community members into our classrooms to further develop foundational knowledge.

**Evidence**

- Increase in the number of students and parents who believe they are acquiring and applying foundational knowledge (assurance survey data students and parents# 11 and #12 for staff).
- Pre and post data that demonstrates growth in the development and application of FNMI foundational knowledge of staff and students.
- Increase in First Nations, Metis, and Inuit community members supporting classroom learning.

## **Outcome: Classroom instruction that focuses on explicit instruction of basic math facts.**

### **Strategies**

- Developing a common understanding of essential components of numeracy related to math facts: inverse relationships (addition/subtraction, multiplication/division), commutative property (addition, multiplication), associative property (subitizing, addition, multiplication), distributive property (multiplication)
- Application of explicit tasks and practices that develop an understanding of basic math facts. (building understanding first that leads to automaticity/recall)
- Embedded time provided for colleagues to share knowledge and experiences around numeracy.
- Classroom observations to further develop teacher capacity.
- Targeted student assessments to identify areas of support

### **Evidence**

- Staff demonstrating an increased understanding and application of number properties related to math facts.
- Increased results in various assessments (Counting Principles, MIPI, provincial math assessment, grade 6 PAT's)
- Basic math fact instruction evident in teacher lesson planning.