



École Montrose

Principal: Andrea Couture

3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023-2024



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



**ÉCOLE
MONTROSE**
SINCE 1917

www.gppsd.ab.ca/school/montrose



GPPSD2357

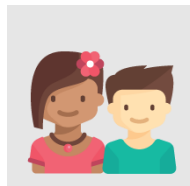
Who we are!

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

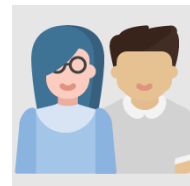
Preschool – Grade 8



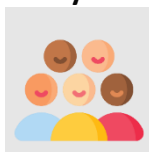
633 Students



48 Staff



School Council our Partners in Education
Meets the third Wednesday of every month at 7:00 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 three staff focus groups that will work collaboratively during our SIP time to build the foundation and eventually collaborate as one behavioral/academic group.
 - Development of a social emotional plan including resources and lessons to be shared with staff and guide instruction.
 - Development of a continuum of behaviour supports including resources and lessons to be shared with staff and ensure consistency.
 - Development of a continuum of social emotional strategies, to support students meeting academic goals, will be built with staff and ensure consistency.

Evidence

- Lessons and activities focusing on social emotional learning are developed, shared and implemented.
- Increase in overall staff perception of student wellness and needs being met.
- Increase in overall student perception of their wellness and needs being met.
- Increase in staff's satisfaction level in regard to consistency and alignment of the school's approach regarding the unique learning needs of students.

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

Strategies

- Embedding mindfulness and wellness activities into everyday practices (PL Fridays, weekly bulletin, staff recognition).

Evidence

- 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

- School Staff are embedding co-constructed values and beliefs surrounding French language instruction and culture in school activities and classroom planning.
- Explore a school-wide incentive based oral language motivator to support the development of student's oral capacities.
- Teachers use guiding principles surrounding French language instruction and culture in classroom planning.
- Embedded time for teachers to share specific strategies, instructional practices and resources related to second language learning (neurolinguistic approach to language learning, etc.).
- Teachers collaborate to unpack and implement the components (pedagogy) found in the French Immersion Language and Literacy curriculum and embed this learning in their planning.
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Evidence

- Defined values, beliefs and guiding principles are reflected in all that we do.
- Increase in use of specific pedagogy related to the implementation of the components in the French Immersion Language Arts and Literature curriculum in planning and instructional practices that improve student learning.
- Increase in students use of oral French in daily communication.

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 related to curricular connections to land based teaching (land as genre, talking circles) and oral traditions.
- Investing time and budget (student resources, teacher resources, instructional resources, etc.) into building a bank of resources that develops a deeper understanding and knowledge.
- Inviting First Nations, Métis and/or Inuit community members into our classrooms to further develop foundational knowledge.

Evidence

- Maintain the number of students and parents who are satisfied they are acquiring and applying foundational knowledge (assurance survey data students and parents# 11 and #12 for staff).
- Maintain the number in First Nations, Metis, and Inuit community members supporting classroom learning.
- Increased confidence related to the application of curricular connections to land based teaching and oral traditions.

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

Strategies

- Targeted formative data term 1 (provincial numeracy assessment, MIPI, or teacher created assessment) to target basic math facts and determine how to best support student needs in small groups.
- Developing a common understanding of essential components to support pedagogy related to closing gaps identified in formative data: 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.
- 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)
- Planning and practices that reflect pedagogy surrounding number properties (i.e. addition/subtraction and multiplication/division taught together).