



École Montrose

Principal: Matthew Pepper

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 – 2024/2025



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



<https://montrose.gppsd.ab.ca/>

   GPPSD2357

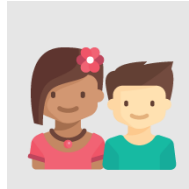
Who we are!

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

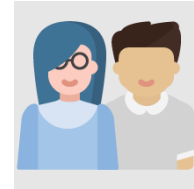
Preschool – Grade 8



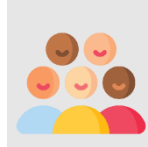
615 Students



48 Staff



School Council our Partners in Education
Meets the third Wednesday of every month at 7:00 pm



At École Montrose ...

We believe that offering opportunities for students to excel and develop leadership skills through collaboration and perseverance will allow them to become actively engaged citizens who can learn and work in both the French and English languages. Our school offers both traditional and late entry French Immersion opportunities where students develop strong interactive French speaking skills in an environment where mutual respect and culture are at the forefront.

Our school is an inclusive learning community which provides a variety of opportunities for all learners from preschool to grade 8. Students at École Montrose have the opportunity to be involved in a number of student clubs, interschool athletic opportunities, and a variety of complimentary courses as they progress.

As Montagnards, we believe in community engagement, and work closely with our community partners to foster a learning environment where everyone can have success. We are proud to offer a variety of division programs to our students, including Academy Sports Programming, specializing in Athletics and Hockey, as well as the Division Music Program 5 to 8. Students at École Montrose receive music instruction in elementary, and in Junior High can take part in either Orchestra or Band. In addition, we offer KinderPAL programming, as well as preschool. We are also happy to partner with A Bright Beginning, who provide childcare and before and after school care for our families.

Our parent community is actively involved in our school through our school council and the Friends of École Montrose Society. Our parent community has been active in improving the school experience of our students through fun lunches, volunteer opportunities and fundraising initiatives. Their contributions as partners in education enriches the student experience at Ecole Montrose.

Our Education Plan is focused on:

Priority: Teaching, Leading, and Learning

<p>Outcome: Responsive planning supports meeting the needs of all learners</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Increase in student achievement in provincial and local measures • Increase in use of responsive planning by teachers to support student needs • Increase in use of formative assessment to guide planning and instruction as seen in teacher planning and in one-on-one meetings • Increase in students use of oral French in daily communication. • Alberta Education Assurance Measures • Increase in the number of students and parents who are satisfied they are acquiring and applying foundational knowledge • Increased confidence related to the application of curricular connections to land based teaching and oral traditions.
<p>Strategies</p> <ul style="list-style-type: none"> • Teachers collaborate to unpack and implement the components of the curriculum and embed their learning into their planning. • Formative assessments are used to support responsive planning throughout the teaching and learning process. • Collaborative time for teachers to share specific strategies and instructional practices related to meeting diverse student needs. • Teachers continue to use French language instruction and culture guiding principles in classroom planning. 	
<p>Outcome: Developing, and applying First Nation, Métis and Inuit foundational knowledge with staff and students.</p>	
<p>Strategies</p> <ul style="list-style-type: none"> • Embedded time to build foundational knowledge during staff meetings and professional learning Fridays focused on making 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 resources aligned to curriculum that develops a deeper understanding and knowledge. • Inviting First Nations, Métis and/or Inuit community members into our classrooms to further develop foundational knowledge. 	

Priority: Inclusion

Outcome: The emotional, physical, and mental health of all students and staff is supported.

Strategies

- Embedding mindfulness and wellness activities into our school community.
- Use of community resources to support building teacher capacity and student social emotional learning.
- Sharing ongoing data related to student supports (social-emotional, behavioural, and academic).
- Use of the wellness curriculum as a foundation to support student overall wellness.
- Use of responsive planning and collaboration to support the diverse needs of our students (social-emotional, behavioural, and academic).

Evidence

- Increase in overall staff perception of student wellness and needs being met.
- Increase in teacher capacity related to supporting and responding to student social emotional needs in various surveys.
- Increase in overall student perception of their wellness and needs being met.
- Increase in staff perception of their mental and emotional well-being being valued in various surveys.