



ROY BICKELL PUBLIC SCHOOL
GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT

Roy Bickell Public School

Principal: Tracey Mark

3-Year School Education Plan

2021/2022 – 2023/2024

Year 2 - 2022/2023



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



<http://www.gppsd.ab.ca/school/roybickell>



GPPSD2357

Who we are!

EXPLORING, CREATING and GIVING are at the heart of our work at Roy Bickell.

Kindergarten – Gr 8



368 Students



31 Staff



School Council our Partners in Education

Meets every 6 weeks (Wednesday at 6:00 p.m.)



At Roy Bickell Public School we ...



EXPLORE

We believe that an inquiry process of learning and embedding creative opportunities that reflect our core values, will be focus areas in our instructional practices. Students are encouraged to expand their knowledge and understanding through the incorporation of student voice and student choice.



CREATE

Creativity is evident as you enter the school where our display cabinet highlights student made projects each month.



GIVE

In our school every classroom has committed to giving back to our community, be it the school or within our city. This is accomplished by having each homeroom take on a social responsibility project to support non-profit organizations, community members or by volunteering in the school.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Classroom instruction and assessment prioritizes literacy and numeracy.

IF we work in collaboration with each other to intentionally focus on guided-reading, small group instruction, and targeted assessment, THEN the percentage of students who achieve at least one year's growth in their reading will increase each school year.

Strategies

- Students are provided with daily literacy and numeracy instruction.
- Intentional focus on Guided Reading.
- Professional learning supports small group instruction.
- Professional learning supports writing processes and structures.
- Assessment guides individualized quality instruction in literacy and numeracy.

Evidence

- Analysis of Reading Data per reporting Term (*student, class, and cohort*).
- Measure of the percentage students achieving a grade level of 1, 2, 3, 4 on report cards per term.
- Alignment of our practices and strategies in both instruction and assessment.

Outcome: Student Mastery of Grade Level Math Facts.

IF we intentionally focus on instructional strategies that target grade specific Math facts, THEN the student's overall numeracy achievement will improve.

Strategies

- Implement intentional instructional strategies that target the grade specific math facts.

Evidence

- Measure of the percentage students achieving a grade level of 1, 2, 3, 4 on report cards per term.
- Analysis of MIPI (Math Intervention/Programming Instrument) results (*student, class, cohort, school*).
- Analysis of Counting Principle results.

Priority: Inclusion

Outcome: School communities are welcoming, caring respectful and safe environments where students, staff, and families have a strong sense of belonging.

IF we intentionally focus on the Social Emotional Learning (SEL) of our students, THEN we will increase the sense of belonging within our school community.

Strategies

- Continue, refine, and enhance school-wide approaches of Social Emotional Learning: (1) Free-standing lessons; (2) General Teaching Practices; (3) Integration of skills instruction and practices that support SEL within context of academic curriculum.

Evidence

- Social Emotional Learning strategies and supports are embedded throughout our school community.
- Student feedback.
- Demonstrations of student learning.
- Student, parent, and teacher survey data.
- Measure of the percentage students achieving a grade level of 1, 2, 3, 4 on report cards per term.