



Roy Bickell Public School

Principal: Tracey Mark

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 - 2024/2025



**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



454 Students



48 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 1: Teaching and Learning

Outcome: Student success is ensured through quality teaching in optimum learning environments.

Theory of Action

IF we collaborate to intentionally focus on responsive planning, assessment practices, and quality instruction to support the diverse learning needs of our students, THEN we will meet the following outcomes:

1. Teachers' planning is responsive to diverse learning needs.

Strategies

- Planning outlines supports for the diverse learning needs of our students and incorporates whole group, small group, and individual programming.
- Assessment practices are continuous and support identifying student growth and areas of need to further guide planning.
- Embedded collaborative professional learning opportunities to enrich staff capacities.

2. Increase in students' achievement in reading.

Strategies

- Intentional focus on Guided Reading.
- Small Group instruction utilized frequently to facilitate instruction and intervention.

3. Increase in students' achievement in writing.

Strategies

- Intentional focus on writing processes and structures.
- Implementation of consistent assessment in grade levels.

Evidence

Alberta Education Assurance Measures

- Alberta Education Assurance Survey
- PAT results

GPPSD Measures

- Division Assurance Survey
- Early Years Literacy Assessments

School Measures

- Analysis of Reading Data per reporting Term (student, class, and cohort)
- Analysis of School Wide Write Data per reporting Term (student, class, and cohort)
- Analysis of the percentage students assigned achievement indicators on report cards in reading and writing per term
- Alignment of our practices and strategies in both instruction and assessment
- Intervention data

Priority 2: Belonging

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

Theory of Action

IF we build capacity for understanding, empathy, and mutual respect, THEN we will increase the sense of belonging within our school community by meeting the following outcomes:

1. Build capacity for intercultural understanding, empathy and mutual respect for all.

Strategies

- Intentionally build opportunities to learn and celebrate cultures.

2. Enhance commitment to the key principles of Respect, Responsibility, and Safety.

Strategies

- Uphold Expected Universal Student Behaviours.
- Social Emotional Learning strategies and supports are embedded throughout our school community.
- Investigate opportunities to strengthen community supports.

Evidence

Alberta Education Assurance Measures

- Alberta Education Assurance Survey

GPPSD Measures

- Division Assurance Survey

School Measures

- Student Focus Groups.
- Demonstrations of student learning