



2024-2029 ↘

Education Plan



2

YEAR
TWO



A Message from our Principal

Mrs. Jennifer Daniel



I am pleased to present the second year of the 2024–2029 Education Plan. The Worsley Central School's updated goals, strategies, performance measures, and budget details are included in this evolving document, which continues to reflect our school's vision and priorities.

At Worsley Central, we remain deeply committed to delivering high-quality educational experiences within inclusive, supportive learning environments. We continue to prioritize the mental and emotional well-being of our students, recognizing it as foundational to their academic and personal success.

As we enter the second year of our five-year plan, we remain focused on our three core goals. We are making intentional strides in strengthening reading, writing, and communication across all grade levels, with the aim of fostering confident, articulate learners. Our efforts to enhance students' mathematical understanding and real-world problem-solving skills continue to grow through targeted instruction and innovative strategies. We are also deepening our commitment to fostering a school culture that is welcoming, inclusive, and supportive of every learner.

These goals are the foundation of our shared promise to students and families. Our work is guided by collaboration with parents, staff, and community partners, and we are committed to high expectations and continuous improvement. As we move through the second year, we will monitor our progress carefully, adapt where necessary, and celebrate the growth and achievements of our school community.



Mrs. Daniel
Worsley Central School

Foundation Statements

OUR VISION:

Our vision is to create a safe, caring, collaborative learning environment. Staff and students are self-fulfilled, engaged lifelong learners who are responsible and empathetic citizens, both locally and globally.



OUR MISSION:

Working, Caring,
and Succeeding

Values

- We value education and take pride in achieving to our full potential as a means of crafting opportunities for the future.



Our Priorities



Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.
- Gaps between progress made by “mild/moderate” students on their ELA learning goals and progress made in ELA by all other students.

School Strategies

Goals One: Literacy Development

- Small-group reading practice is a universal literacy instructional strategy for all students in grades one through six.
- Differentiated instruction occurs for all language arts classes, allowing for teachers to improve student's literacy skills where they are at.
- Structured, systematic, and explicit daily phonemic awareness and phonics instruction in grades K-3.
- Structured, systematic, and explicit daily morphology instruction in grades 4 - 9.
- Emphasis placed on academic and content vocabulary instruction for all subjects including Social Studies, Science, and Math.
- Increased focus on vocabulary development specific to content areas.
- Targeted, small-group or individual intervention programs for students who are struggling with phonemic awareness, phonics, morphology, or reading comprehension.
- Partnerships and engagement with the Worsley Parent Society and School Council to support literacy learning in the home.
- Using technology to support and enhance literacy instruction through the use of accommodations and differentiation such as speech-to-text, text-to-speech.
- Using technology to enhance engagement and target specific skills using web-based apps such as "Spark Reading," "IXL," and "Starfall."
- Daily systematic writing instruction for students in grades K-9 focusing on personal narrative writing, functional writing (letters, articles), as well as critical-thinking and analysis writing.
- Emphasis on discussion, questioning, and listening skills in small group and whole group settings.
- Using standard, benchmark assessment data to target instruction and support to student needs.
- Regularly meet as a school staff to discuss student's learning progress and goals allowing for an individualized approach to enhancing literacy skills.



Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.
- Gaps between progress made by “mild/moderate” students on their math learning goals and progress made in math by all students.

School Strategies

Goal Two: Numeracy Development

Teachers and Support Staff at Worsley Central School will:

- Utilize divisional supports to foster high quality teaching to improve numeracy knowledge and skills;
- Attend professional development and implement evidence-based practices in Collaborative Response, Differentiated Instruction, Assessment Literacy, Instructional Leadership and other effective teaching practices;
- Continue to emphasize hands-on, play-based learning for primary grades;
- Progress through numeracy skills instruction focusing on concrete, pictorial, and symbolic progressions;
- Put emphasis on math fact fluency at appropriate developmental levels;
- Use structured numeracy connections and communication between school and home;
- Establish vertical alignment between grades and concepts;
- Provide universal instruction in mathematical thinking strategies such as subitizing, drawing pictures to solve problems, and math meetings;
- Provide differentiated instruction surrounding real-life applications of mathematical problems;
- Provide universal numeracy tools and supports such as hundreds charts, multiplication tables, calculators, formula sheets, and manipulatives.
- Use online learning apps to aid in engagement and assist in differentiation such as “IXL,” “Matific,” and “Zorbits.”
- Use “centers” as an instructional strategy to maximize teacher-time for small groups and allow students to practice skills that match their needs
- Incorporate kinesthetic and experiential learning opportunities whenever possible.
- Schedule structured numeracy intervention time for small-group instruction targeting students in “approaching,” skill areas.



Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. School-based staff will deepen their foundational knowledge about First Nations, Métis and Inuit by attending appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. School leadership teams will continue to support students by providing a broad range of learner-centered programming and supports that best meet learning needs.
3. School-based leaders will work with Central Office Staff to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
4. Worsley Central School staff will continue to support the Virtual Education Program for Grades 10 through 12 by providing feedback and participating in efforts to make continuous improvements in the program's implementation.
5. Worsley Central School staff will continue to use creative and deliberate scheduling practices to increase in-person, hands-on course offerings that encourage interactions and group work with students whenever possible, particularly in High School courses.
6. Staff and student leaders, in collaboration with Central Office staff, will promote and support opportunities to improve health and wellness among students and staff.
7. Worsley Central School will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs. Partnerships may be with service providers such as Alberta Health Services, Crossroads Women Shelter and Family & Community Support Services, and PACE Grande Prairie.
8. Worsley Central School School Staff will continue to advocate for and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
9. Worsley Central School staff will promote the Division's anti-racism policy.
10. Worsley Central School's leadership team will facilitate professional learning for school-based staff on inclusionary education practices and all staff will work as a team to implement inclusionary programs and practices to support all students.

School Budget Considerations

For the 2024-2025 School Year



Literacy and Numeracy Development

- Purchasing subscriptions to interactive, developmentally appropriate educational software to enhance the ability of teachers to differentiate instruction for the purpose of targeting students' specific needs.
- Purchasing curriculum support materials to enhance decoding, comprehension & fluency practice and instruction across grades.
- Purchasing hands-on materials and supplies to implement targeted numeracy interventions to students in multiple grades who require small-group and one-on-one instruction.
- Revitalizing library and extended text materials by purchasing new novel-length books (fiction and non-fiction) to support independent and small group reading activities.
- Ensuring school staffing allows for a reduction in the number of grades in each language arts and math class.

Inclusionary Culture

- Inviting local Indigenous Elders and Knowledge Keepers to share cultural activities and knowledge with our students.
- Providing opportunities for students to engage in hands-on learning opportunities through Career Technology Foundations and Career Technology Studies courses and opportunities in a variety of fields including, but not limited to construction, sewing, foods, wildlife, agriculture and fitness.
- Increase staff and student knowledge about the history of local Indigenous groups through activities such as the Blanket Exercise.
- Providing awards and incentives for students to achieve their personal best academically, athletically and as citizens through Positive Behavior Improvement Plans and annual awards celebrations.



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780-685-3842