

WETASKIWIN REGIONAL PUBLIC SCHOOLS



Gwynne School Three-Year Education Plan and Results Report 2019-2022



Wetaskiwin Regional
Public Schools

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For more information regarding Gwynne Schools 2019-2022 Three Year Education Plan and Results Report please contact:

**Mr. S. Wilson
Principal
Gwynne School
General Delivery
Gwynne, AB T0C 1L0**

Phone: 780-352-3029

Email: stuart.wilson@wrps11.ca

You can view this document on our website at <http://gwynneschool.ca>

To view the Jurisdictional Three Year Plan click on the following link:
<http://www.wrps11.ca>

PRINCIPALS MESSAGE

The Gwynne School Three Year Education Plan and Results Report for 2019-2020 will help establish the goals and priorities for the school. This plan is seen as a working document, subject to additions, changes and improvements as we work through the year. The purpose of this plan is to establish priorities and directives for the school, to provide staff, students, parents and administration with objectives to work towards, and finally, to meet Board and Department requirements. Stakeholders in education play an important role in the focus of schools and must be aware of the direction we are heading. Communication with all stakeholders is extremely important. Gwynne School has long been recognized for providing quality education with an emphasis on community involvement. We, at Gwynne, intend to continue this practice. We look forward to dialogue, feedback and continued work with the various stakeholders in public education.

ACCOUNTABILITY STATEMENT

The Gwynne School Education Plan and Results Report for the next three years commencing September 1, 2019 was prepared in consultation with staff, School Council and parents. The development of school councils has enabled our school community to become more actively involved in the public education process. The Principal, School Staff and the Gwynne School Council have all played a part in the development of this document. This document was developed through formal and informal discussions with students, parents and community partners.

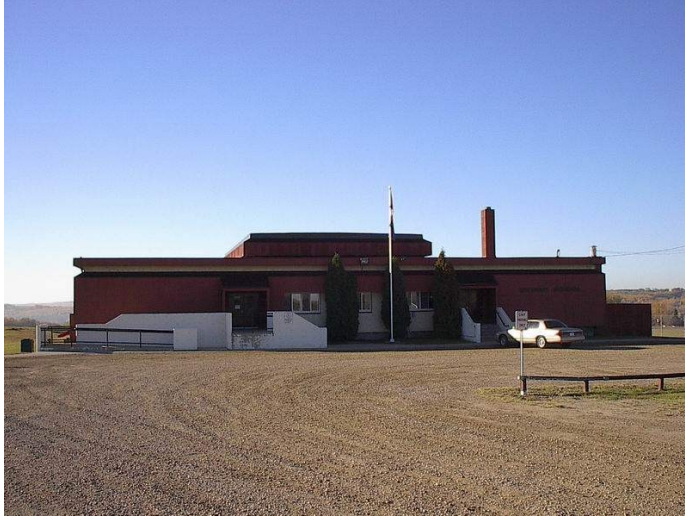
Input was solicited at school council meetings and from Gwynne School staff development meetings. Analysis of Provincial Achievement Tests, discussions with parents and formal and informal satisfaction surveys of students, parents and staff have also been an inherent part of this planning process.

This plan is a working document designed to be continually improved upon. As input/ data/ results are received, the document changes to reflect the needs of the school. Our school is committed to achieving and improving the results laid out in this document.

PUBLICATION STATEMENT

Gwynne School has posted this document on our school website as well as made electronic copies available to the Superintendent of Schools. We will include information in our school newsletters that will make reference to the fact that our school plans are available for viewing on our website and that copies will be made available at the school upon request. It is the expectation that copies of the plan will be circulated to staff and school council representatives.

PROFILE OF THE SCHOOL



Gwynne School was established in 1954, as a community school to meet the educational needs of a local rural population. It is situated at the eastern end of the County of Wetaskiwin approximately fifteen kilometers east on Highway 13 from the City of Wetaskiwin.

The heritage of the school reflects primarily a traditional agricultural community. The school population is composed of students from farms and acreage developments,

students residing in the Hamlet of Gwynne, as well as students that are bussed from the Wetaskiwin area.

Our school enrollment currently includes 111 students in grades K through 8. There is a strong sense of community and a high degree of parental involvement at Gwynne. We have an open door policy and encourage our parents to participate in school activities. Our school council is very active and plays an integral role in shaping our identity. One of their major contributions to our school is they provide a bus through extensive fundraising to transport students to our school from the Wetaskiwin area. Other examples of their dedication to our school are: hot lunch days, special activities and events along with staff appreciation activities, just to name a few. Many families from the Wetaskiwin area are choosing to send their children to Gwynne because of the strong relationships built involving the school, family, and the community.

FOUNDATION STATEMENTS

MISSION

Support individual differences, develop student potential and value the importance of learning in a safe and caring environment.

VISION

Gwynne School is a learning community that celebrates diversity, encourages success and empowers all to reach for their potential.

VALUES

We aspire to fulfill the school district values and emphasize the following core values:

- ❑ Integrity
- ❑ Responsibility
- ❑ Trust
- ❑ Teamwork
- ❑ Respect
- ❑ Innovative
- ❑ Citizenship
- ❑ Volunteerism

BELIEFS

Our Fundamental values coincide with those of the Wetaskiwin School Division. They are:

- ❑ Our mandate to effectively serve our students, providing them with a quality education
- ❑ Our students have a right to a safe and nurturing education, free of discrimination on any basis
- ❑ Our students are capable of achieving their full potential and are responsible to participate cooperatively in the process
- ❑ Our staff is capable of growth, development and continual refinement of their skills as they serve students
- ❑ As a team of students, parents, community and staff, we are capable of helping all students achieve their full potential

MOTTO

This mission has been summarized into the motto:

“Engaged, Encouraged, Empowered”

PRIORITIES

1. Improve the academic success of all students
2. Deliberate Focus on Literacy and Numeracy
3. Equity of educational opportunities
4. Personalized and differentiated learning
5. Student leadership opportunities

School Focus 2019-2020

1. Student's achievement at or above the provincial average in all areas.

SCHOOL OUTCOME – achieve LITERACY rates of 90% acceptable and 20% excellence on provincial achievement exams.

Strategy	Practice / Action	Evidence / Result
EYE - Early Year Evaluation	<ul style="list-style-type: none"> - Teacher identify learning need in literacy skills as children enter school 	<ul style="list-style-type: none"> - Quicker transition to higher level literacy skills
Differentiated Learning Strategies	<ul style="list-style-type: none"> - Projects - Group Work - Blended Programming 	<ul style="list-style-type: none"> - Individualization of learning - Student Engagement
RTI Tier 1 & Tier 2	<ul style="list-style-type: none"> - Targeted Instruction - Fontas & Pinnell testing - The use of LLI - CORE baseline testing - Sprints - Empower reading program 	<ul style="list-style-type: none"> - Accountability Pillars - Student Feedback - Attendance - Engagement
Job-embedded collaboration	<ul style="list-style-type: none"> - Targeted Instruction - Fontas & Pinnell testing - CORE baseline testing - Empower reading program - A school-wide focus on writing 	<ul style="list-style-type: none"> - Accountability Pillars - Student Feedback - Attendance - Engagement - Formative & Summative assessment

School Focus 2019-2020

2. Students all at or above the provincial average in all areas.

SCHOOL OUTCOME – achieve NUMERACY at rate of 90% acceptable and 20% excellence on provincial achievement exams.

Strategy	Practice / Action	Evidence / Result
EYE – Early Years Evaluation	<ul style="list-style-type: none"> - Teacher identifies learning need in numeracy skills as children enter school 	<ul style="list-style-type: none"> - Quicker transition to higher level numeracy skills
Math RTI Time Tier 2 focus	<ul style="list-style-type: none"> - Identify and target students who need coaching in specific numeracy skills - Sprints 	<ul style="list-style-type: none"> - Students transfer skills to classroom practice
Differentiated Learning Strategies	<ul style="list-style-type: none"> - Manipulatives - Evaluation & Instruction geared to student strength - Blended Programs 	<ul style="list-style-type: none"> - Individualization of learning - Student Engagement
Job-embedded collaboration	<ul style="list-style-type: none"> - Manipulatives - Evaluation & Instruction geared to student strength - Innovative instruction of students 	<ul style="list-style-type: none"> - Individualization of learning - Student Engagement

School Focus 2019-2020

3. Students all at or above the provincial average in all areas.

SCHOOL OUTCOME – 90% of the students feel they have the skills to effectively resolve conflict that arises in their life as indicated in the Our School and Accountability Pillar surveys.

Strategy	Practice / Action	Evidence / Result
<p>Staff members model skills for conflict resolution</p> <p>Tier I engagement strategies to encourage positive interactions</p>	<ul style="list-style-type: none"> - Staff members correct and model strategies for prevention of student conflict - Skits in presentations for all students - Vigilant supervision during non-structured time 	<ul style="list-style-type: none"> - Decreased in conflict related incidents - Accountability pillar surveys - Our School data
<p>Tier II and III would be to have students work in small groups to learn conflict resolution and positive relationship practices</p>	<ul style="list-style-type: none"> - Mental Health Capacity Worker e.g. Presentations, Lego groups, - Family School Liaison Worker e.g. one-to-one sessions, presentations, relationship groups 	<ul style="list-style-type: none"> - Student/parent Feedback - Surveys 9 (as above) - Interviews with specific students
<p>Job-embedded collaboration</p>	<ul style="list-style-type: none"> - Skits for assemblies - Innovative instruction of students - Classroom presentations 	<ul style="list-style-type: none"> - The students using the proper terms and strategies for conflict prevention - Student Engagement in the topic

CONCLUSION

As we continue to work collaboratively with members of our school community, we will gain even more support from them. This education plan will enhance our credibility and accountability through open dialogue and sharing in the planning process.

The Education Plan is a very positive experience and will assist in maintaining the focus of Gwynne School in continuing our excellent service to our students and community. The consultative and collaborative effort of all stakeholders is inherent in this document.

This plan is a road map for the current school year. We will monitor, evaluate and amend this document as the school year unfolds. This document will ensure that we achieve the goals we set.