Grande Prairie Composite High School
Principal: Dennis Vobeyda

3-Year School Education Plan
2021/2022 – 2023/2024
Year 2 – 2022/2023

www.gppsd.ab.ca/school/gpcomposite

GPPSD2357

Who we are!

Grande Prairie Composite High School is an evidence-based Professional Learning Community that fosters student growth and success by recognizing and celebrating each learner's unique qualities, skills, and talents. Staff collaboration is guided by this continuous cycle of professional improvement.

Grade 9 - 12	1250 Students	108 Staff

School Council our Partners in Education
Meets the first Monday of every month at 6:00 pm

At Grande Prairie Composite High School we …

…offer two programs of choice: Apprenticeship programming and the International Baccalaureate Programme. Also, we feature a range of course choices including, Career and Technology Studies, Registered Apprenticeship Program, Music, Leadership, Languages, Fine Arts, Skills Alberta, and Skills Canada participation. Along with a Wellness Centre that provides various services to support students' social, emotional, physical, mental, and educational well-being.

Rooted in the necessary foundations of meaningful relationships, relevant and engaging learning experiences, and effective communication, Grande Prairie Composite High School, is a community that strives to ensure students and parents are actively involved in setting the direction toward achieving success after graduation. We are dedicated to making the transition to high school as smooth as possible.

Our Education Plan is focused on:

Priority: Mental Health and Wellness of Students and Staff

Outcome: To support the emotional well-being and mental health of students and staff.

Strategies
- Development and implementation of Wellness committee for students and staff.
- An active student council meeting regularly to discuss student Wellness needs.
- Increase the sense of belonging and connection to the school, increase school spirit.
- Provide opportunities for students to pursue work experience, post-secondary applications, or scholarships.
- Continue with assemblies to bring a shared message of understanding to staff and students.
- Intentional work on relationships with staff and students.
- Utilize Collaborative Response Model (CRM) to build staff capacity and support student needs.

Evidence
- Increased participation in school wellness events.
- Increased participation in school run clubs.
- Voice of the Student Council.
- Increased school attendance.
- Increased assessment submission (less student missing work).
- Provincial and Division Assurance Survey results and comments.

Outcome: Increase teacher capacity in Social Emotional Learning (SEL).

Strategies
- Utilize the GPPSD multi-disciplinary team to provide staff professional learning and supports for students, staff, and families.
- Make SEL common language for all staff.
- Classroom teachers and school staff teaching and modeling relationship skills, decision making and other SEL traits.
- Maintaining contact with parents ensuring that you are reaching out about positive aspects with their child.
- Professional development with Dr. Tranter and the implementation of The Third Path.

Evidence
- Staff narrative on SEL comfort.
- Provincial and Division Assurance Survey results and comments.
- Students' ability to self-regulate.
- Reduction in office referrals.

Outcome: Increase student engagement and resilience.

Strategies
- Shared understandings for staff, students, and parents surrounding the particulars of High School (grades, credits, technology).
- Continue to focus on school culture and student sense of belonging.
- Early interventions to ensure students remain on a graduation path.
- Collaborative Response Model.
- Targeted support for students with identified needs.

Evidence
- Greater number of students completing High School in 3 years.
- Greater number of grade 10 and 11 students on pace for graduation.
- Provincial and Division Assurance Survey results and comments.
- Increased student and parent capacity for high school graduation requirements.
- Increase in self-efficacy of students.

Priority: Being explicit about building the culture of the school with staff and students.

Outcome: Re-establish and continued focus on school culture and increased sense of community and participation.

Strategies
- Identify, with student input, what we stand for and our core values.
- Capitalize on the excitement of the move to a new building as an opportunity to build our Mission, Vision, Values and Goals into a culture where we have a unified school community.
- Have clear, consistent expectations for students and staff.
- Continue to establish and promote diverse school clubs and activities.
- Utilize Student Council to facilitate student activities.
- Providing a safe and secure environment.

Evidence
- Decrease in absenteeism in both students and staff.
- Increase in number of students involved as participants or spectators.
- A clear display of school pride amongst staff and students with decreased acts of vandalism.
- Provincial and Division Assurance Survey results and comments.

Priority: Target student needs using academic interventions, assessment, and instruction.

Outcome: Continued focus on fair and balanced assessment.

Strategies
- Effectively teach and support students and parents in the use of Powerschool and school technology platforms.
- Implement benchmark and diagnostic assessments to identify student need.
- Consistency in assessment approach across all school departments.
- Be explicit in the purpose of formative and summative assessments that suit the learner.
- Increase staff efficacy and capacity in understanding student achievement.
- Continued professional development in the area of assessment.

Evidence
- Student achievement: increased grades, more students passing, more students graduating.
- Collaborative work within departments to improve our strategies on teaching different concepts.
- Teachers are making knowledgeable professional decisions based on student performance and ability.
- Assessment results that accurately reflect our students' ability and mastery of course material.