



Grande Prairie Composite High School

Principal: Dennis Vobeyda

3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



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



**GRANDE PRAIRIE
COMPOSITE
HIGH SCHOOL**

www.gppsd.ab.ca/school/gpcomposite



GPPSD2357

Who we are!

The Grande Prairie Composite High School is a rapidly growing grade 9-12 school with 112 staff and 1,350 students. The Composite High School is in Grande Prairie, Canada, a medium-sized northern city of 67,000 people. The 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. Our vision is "Ignite Potential," and the "Phoenix Mission is to Educate, Inspire, and Empower." We are excited to offer numerous program options, including senior apprenticeship trades, drama and arts, technology, International Baccalaureate, and an athletic academy. We are dedicated to making the transition to high school as smooth as possible.

Grade 9 - 12



1350 Students



112 Staff



School Council our Partners in Education

Meets the first Monday of every month at 6:00 pm



Grande Prairie Composite High School our ...

Vision: Ignite Potential

Each student and team member intrinsically has a spark within them. Our school community exists to help ignite this spark into a thriving flame. The vast capacity of potential exists within each person; we collectively help provide the knowledge, skills, and support as catalysts for growth.

Phoenix Mission: Is to Educate, Inspire, and Empower

Educate: we know how

As a community, our school is safe and secure. We strive to build knowledge and skills for life-long learners. We recognize each other as unique individuals and help one another to be healthy. We educate the whole person with quality teaching in academics and critical thinking while implementing social and emotional skills for life-long learning to improve well-being and relationships.

Inspire: we want to

We are proud to represent the Phoenix! We offer a treasured community hub connecting students, parents, staff, and members of our city. We are motivated, curious, and open-minded.

We celebrate diversity and encourage a love for learning. We make mistakes, recalibrate, and bravely try new things together. We believe in one another and our potential to create a positive impact.

Empower: we can

In the home of the Phoenix, we are focused, consistent, and accountable to be our best. We are empowered to influence our future as we each have something to contribute to our community. We belong here! We are valued and accepted for our authentic selves and continue to elevate to achieve our dreams.

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

- 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 students missing work).
- Provincial and Division Assurance Survey results and comments.

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

Strategies

- Utilize the GPPSD (Grande Prairie Public School Division) multi-disciplinary team to provide staff professional learning and support for students, staff, and families.
- Make SEL a 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 ensures that you are reaching out to 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 live out our Mission, Vision, Values, and Goals in a culture with a unified school community.
- Have clear, consistent expectations for students and staff.
- Established and promoted diverse school clubs and activities.
- Utilize Student Council to facilitate student activities.
- Providing a safe and secure environment.

Evidence

- Decrease in absenteeism for 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 needs.
- Consistency in assessment approach across all school departments.
- Be explicit in formative and summative assessments that suit the learner.
- Increase staff efficacy and capacity to understand student achievement.
- Continued professional development in 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.