



Nampa Public School

2024-2029 

Education Plan



YEAR
TWO



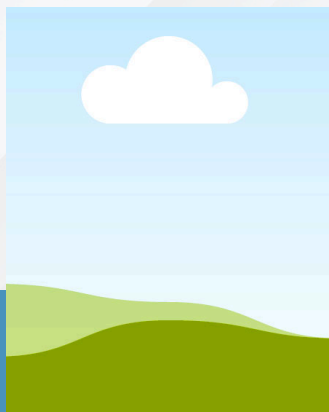
A Message from our Principal

Hayden Gust



I am excited to present the second year of the 2024-2029 Education Plan. The Nampa Public School's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.



Hayden Gust
Nampa Public School

Foundation Statements

OUR MOTTO:

Pride in Public Education
Respect, Responsibility and Integrity
Student-Centered; Promoting Success and Safety
Diversity Celebrated; Differences Embraced



OUR VISION:

Our community, parents, staff, and students will work together to achieve high academic success for each child. With the involvement of all these parties and an “I can do it!” attitude, we will maximize learning for all.

OUR MISSION:

It's All About Learning!

Principles & Beliefs

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

Quick Facts



40+
STUDENTS
IN K-6



7
STAFF

Our Priorities

1

**Literacy
Development**

2

**Numeracy
Development**

3

**Inclusionary
Culture**

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.			✓
Most Current PAT Results	N/A	N/A	N/A
Five-year PAT 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

1. Nampa Public School staff will continue to support and foster high quality teaching to improve literacy knowledge and skills.
2. Nampa Public School staff will continue to participate in professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. Nampa Public School staff will continue to work with central operations staff to develop professional development plans that align with the division's literacy goals.
4. As part of the division's Literacy Assessment Framework (LAF), Nampa Public School staff will administer the RCAT to Grades 4-6 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's LAF, Nampa Public School staff will administer the Fountas and Pinnell BAS I and II assessments to Grades 4-6 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).

As part of the division's LAF, Nampa Public School staff will administer the division's WAT for

6. Grades 2-6 students by the end of September (Fall Assessment) and for Grades 1-6 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.

Nampa Public School staff will participate with divisional working committees of teachers to

7. develop common assessments of core learner outcomes in English Language Arts across grade levels.
8. Nampa Public School staff will work to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.
9. Nampa Public School staff will continually seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

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			✓
EICS Math Assessment (EICS MA)		✓	
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6			✓
Most Current PAT Results	N/A	N/A	N/A
Five-year PAT 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

1. Nampa Public School staff will continue to fostering high quality teaching to improve numeracy knowledge and skills.
2. Nampa Public School staff will continue to participate in professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.

Nampa Public School staff will develop professional development plans that align with

3. the division's numeracy goals.

As part of the division's Numeracy Assessment Framework (NAF), Nampa Public School

4. staff will administer the EICS MA to Grades 1-6 in the first three weeks of the school year, the Grades 1-6 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.

As part of the division's NAF, Nampa Public School staff will administer the NCAT in

5. Grades 1-6 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.

As part of the division's NAF, Nampa Public School staff will implement the instruction

6. and assessment schedule for Grades 1-6 mathematics.

Nampa Public School staff will participate in working committees of teachers to develop

7. common assessments of core learner outcomes in Mathematics across grade levels.

Nampa Public School staff will respond to feedback provided by students and parents

8. during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.

Nampa Public School staff will continually seek opportunities to naturally weave

9. Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

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

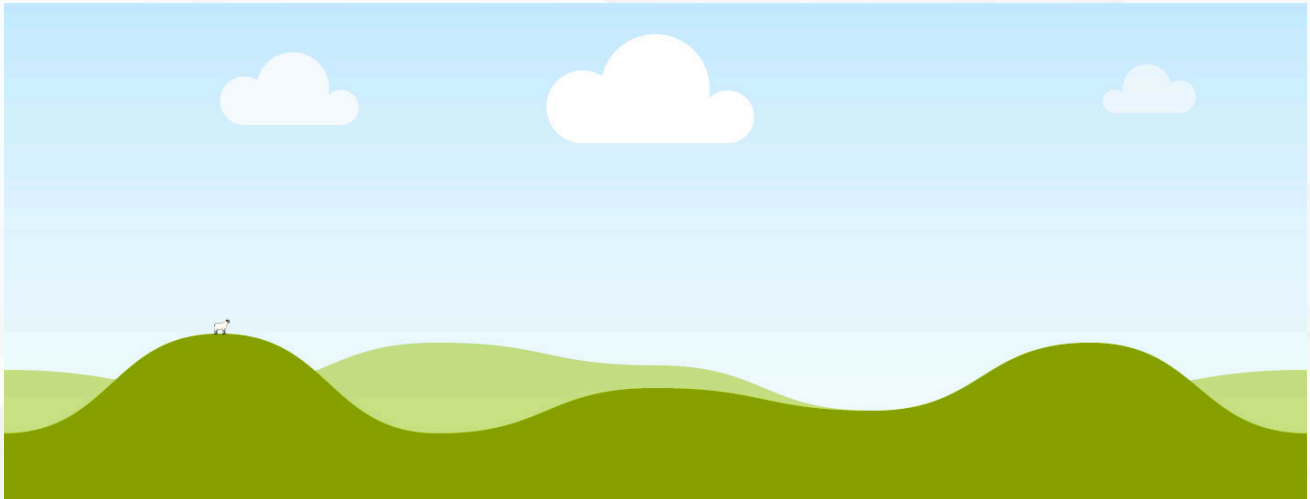
School Strategies

Goal Three: Inclusionary Culture

1. Nampa Public School staff will deepen their foundational knowledge about First Nations, Métis and Inuit by participating in appropriate professional development opportunities and connecting with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. Nampa Public School staff will continue in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. Nampa Public School staff will 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. Nampa Public School staff will promote and support opportunities to improve health and wellness among students and staff.
5. Nampa Public School staff will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.
6. Nampa Public School staff will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
7. Nampa Public School staff will continue to in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
8. Nampa Public School staff will promote the Division's anti-racism policy.
9. Nampa Public School staff will participate in professional learning on inclusionary education practices

School Budget Considerations

For the 2025-2026 School Year



Revenues:

Funding Framework Allocation

- School Allocation: \$ 12,000.00
- Nutrition Grant: \$ 4,804.00
- FNMI \$ 910.00

Expenditures:

Supplies

- ECS \$ 500.00
- Instructional (Gr.1-6) \$ 2,960.00

Equipment

- Instructional (Gr.1-6) \$ 1,000.00

Inclusionary Culture:

Supplies

- Wellness \$ 250.00

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