

Griffiths-Scott School Three Year Strategic Education Plan (2017 – 2020)
and
Annual Results Report (2016 - 2017)
December 2017

Griffiths-Scott School is located in the town of Millet and is now a K - 8 school with 283 students. Our teaching staff consists of 15.0 FTE which includes 1.4 FTE administration (Principal Susan Coleman, Vice-Principal Stu Wilson), 12.1 FTE classroom teachers, 1.0 FTE Learning Support Teacher and .5 FTE Learning Assistance Teacher. Support staff includes 8 Educational Assistants, a .7 FTE Family School Liaison Worker, .5 FTE Librarian and 1.5 FTE Administrative Assistant. Millet School (K - 4) closed in June 2016 and the students and staff moved over to Griffiths Scott as we transition into a vibrant, safe and caring K - 8 school for the community of Millet. The Three Year Strategic Education Plan and Annual Education Results Report is based on data from the following documents:

- a) Accountability Pillar Results for Annual Education Results Report (AERR) Oct. 2017 (Combined from GSMS and Millet School)
- b) PAT results for Grade 6 (June 2017)
- c) Developmental Reading Assessment results for grades 1 - 6 (June 2017)
- d) CORE Reading Assessment results for grade 7 (June 2017)
- e) Our School Surveys from Millet School and GSMS (October 2016 and April 2017)

Please contact Susan Coleman at 780-387-4101 or susan.coleman@wrps11.ca if you have any questions about the information in this document.

The Griffiths-Scott School Three Year Strategic Education Plan (2017-2020) and Annual Results Report (2016-2017) is aligned with priorities from the Three Year Strategic Education Plan (2017 - 2020) and Annual Results Report (2016-2017) for Wetaskiwin Regional Public Schools which can be viewed on the WRPS website at <http://www.wrps.ab.ca> .

WRPS Foundational Statement

Wetaskiwin Regional Public Schools delivers quality education in a welcoming environment that is safe and caring.

WRPS Priorities (2017 – 2020)

- Achieve high standards of academic success for all students.
- Enhance the success of Indigenous students and encourage the active involvement of their families.

WRPS Educational Goals

- **Success for every student.**

Outcomes

1. Achieve high standards of academic success.
2. The achievement gap between Indigenous students and all other students is eliminated.
3. Students demonstrate proficiency in literacy and numeracy.
4. Quality teaching results in optimal learning.

- **Success for Indigenous students.**

Outcome

5. Indigenous students demonstrate engagement.

The Learning Cycle

The Learning Cycle was created by Wetaskiwin Regional Public Schools (WRPS) to improve student achievement by supporting teacher professional growth. It identifies four key elements of teaching:

- planning to achieve quality outcomes for student learning;p
- applying high yield instructional strategies;
- using assessment to make teaching responsive to learning; and
- evaluating and reporting student progress.

When the four elements are working well together students are more engaged, they take greater ownership of their learning and there are gains in achievement.

Response to Intervention

The purpose of Response to Intervention (RTI) is to ensure high levels of learning for all students. RTI believes that virtually all educators start each day with honorable intentions, work tirelessly on behalf of students, and utilize the best strategies they possess. However, RTI assumes that all students don't learn the same way or speed, that some lack prior skills and knowledge, others lack proper behaviors, and there are students whose home life is counter-productive to academic success.

RTI concludes that no teacher possesses all the skills, knowledge, and time necessary to meet the needs of every student assigned to his/her class and traditional school systems have never achieved the goal of all students learning at high levels.

RTI assumes students have foundational literacy and numeracy skills. The first tier of intervention in RTI is quality teaching in each classroom. Quality classroom teaching is a direct link to the Learning Cycle. However, quality classroom teaching is not enough for some students.

Therefore, to ensure optimal learning for all students, schools must create a systematic process that ensures every student receives the additional time and support needed to learn at high levels. The premise is that schools should not delay providing help for struggling students until they fall too far behind, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need. WRPS refers to this as "timely responsive intervention".

To successfully incorporate RTI practices in all schools, teachers must:

- work collaboratively rather than in isolation;
- agree on the essential learning all students will acquire;
- agree on how students will demonstrate their learning; and
- assess their individual and collective effectiveness on the basis of the evidence of student learning.

In turn, schools must review its practices and structures to deliver timely responsive intervention.

Conclusion

Together, implementing the Learning Cycle and RTI practices in all schools, in all grades will support learning each day and increase the number of students successfully completing high school and moving into post-secondary education.

The Learning Cycle and RTI are implemented at Griffiths-Scott School. Please contact Susan Coleman for more information.

Griffiths-Scott School Foundational Statements

Vision

To strive to be a supportive learning community, committed to a caring respectful environment that celebrates diversity and excellence.

Mission

To provide a respectful, caring environment valuing quality-learning experiences that result in individual growth for all members of our community.

Motto

Pursuing Excellence

Griffiths-Scott School Priorities (2017 – 2020)	
Academic success for all students.	Provide a safe and caring learning environment for all students.
<p><u>Educational Goal</u> Success for every student.</p> <p>Outcomes: 1. Students will demonstrate proficiency in literacy. 2. Students will demonstrate proficiency in numeracy.</p>	<p><u>Educational Goal</u> Griffiths-Scott School is a safe and caring place of learning.</p> <p>Outcome: 1. GSS will encompass a positive school culture as a K - 8 school based on the 4 pillars of Education for UNESCO.</p>

Educational Goal - Success for every student.			
Outcome #1: Students will demonstrate proficiency in literacy.			
Strategy		Practice / Action	Evidence / Result
Support reading and writing development for all students.	→	<ul style="list-style-type: none"> Teachers will use a wide variety of instructional strategies and best practices to develop students' literacy skills across the curriculum. Implement Guided Reading in gr. 1 - 4. Schedule the majority of the timetable for LA: Gr. 1-5 (35%), Gr. 6 (27.5%), Gr. 7 and 8 (20%) Provide weekly collaboration time for teachers to meet with their grade level/ division partner to focus on school goals. Provide sub time for teachers to complete the Developmental Reading Assessment with students in K - 6. The DRA data will be used as performance results and to inform instruction. The LST will complete the CORE assessment with all students in gr. 1 - 8. Implement the use of IXL - LA for all students in gr. 1 - 8. 	<p>80% of students in grades 1 - 8 will read and write at or above grade level.</p> <ul style="list-style-type: none"> DRA for K - 6 Final LA marks for gr. 7 and 8 CORE assessment results (Fall and Spring)
Provide Tier 2 and 3 interventions for those students reading below grade level.	→	<ul style="list-style-type: none"> Teachers will use some of their tutorial time with students requiring intervention in LA. The LST and LAT will provide support for students requiring 	<p>Students who are reading below grade level will gain .5 to 1 year of growth.</p> <ul style="list-style-type: none"> DRA for K - 6

		<ul style="list-style-type: none"> intervention in LA. Implement Empower Reading (gr. 2- 8) 		<ul style="list-style-type: none"> CORE assessment results (Fall and Spring)
--	--	---	--	---

Educational Goal - Success for every student.				
Outcome #2: Students will demonstrate proficiency in numeracy.				
Strategy		Practice / Action		Evidence / Result
Support numeracy development in Math classes.	→	<ul style="list-style-type: none"> Teachers will choose a variety of instructional strategies and resources to support their students' needs in numeracy development. Schedule 17.5% of the timetable for math in grades 1 - 8. Provide weekly collaboration time for teachers to meet with their grade level/ division partner to focus on school goals. Implement the use of IXL - Math for all students in gr. 1 - 8. 	→	<p>80% of students in grades 1 - 8 will achieve at grade level in all Math outcomes.</p> <ul style="list-style-type: none"> Final Math marks for gr. 1-8.
Provide Tier 2 and 3 interventions for those students achieving below grade level in Number Sense outcomes.	→	<ul style="list-style-type: none"> Teachers will use some of their tutorial time with students requiring intervention in Math The LST and LAT will provide support for students requiring intervention in Math. 	→	<p>90% of students in grades 1 - 8 will achieve at grade level in Number Sense outcomes.</p> <ul style="list-style-type: none"> Basic Fact assessments

The following strategies are also being used at Griffiths-Scott School during 2017-2018 to provide academic support for students in all grades and subject areas:

- The WRPS Learning Cycle and Inclusion principles are being incorporated.
- The RTI model includes a daily flex block (Tutorial Time) where students receive interventions (designed and implemented by their classroom teachers) suited to their learning needs.
- GSS is participating in the WRPS strategy of target setting for grade 6 Provincial Achievement results in Language Arts and Math.
- Elementary students' literacy and numeracy skills are supported through Tech Time and the Reading Room during Tutorial Time.
- In Tech Time, students work on a regular schedule of Keyboarding without Tears and Raz Kids (educational online programs).
- In the Reading Room, students develop their reading stamina and engagement through Daily 5 strategies and Reading Power lessons.
- Bi-monthly RTI meetings are held after school on Wednesdays. Teachers meet to discuss students' needs and strategies to support those needs. (Collective responsibility)
- The core Learning Support Team (principal, LST's, FSLW) meets weekly.
- The EA schedules are designed to provide maximum student support.
- The Learning Commons is open to provide an alternate space for learning.
- The LST and LAT schedules are designed to provide maximum student support.
- Adapted programming and differentiated instruction is incorporated within the core instruction in classrooms.
- Several teachers attended a workshop on Non-Fiction Writing in the fall to develop consistency and common understanding of writing expectations for students.
- One teacher attended a Jump Math professional development session to increase their understanding of how students learn mathematical processes.
- Some teachers will attend a Daily Five workshop in February.
- Technology is being used for instructional purposes in a variety of ways.
- All teachers are using the Maplewood Gradebook.

Educational Goal - Griffiths-Scott School is a safe and caring place of learning.				
Outcome #1: GSS will encompass a positive school culture as a K - 8, school based on the four pillars of Education for UNESCO.				
Strategy		Practice / Action		Evidence / Result
	→	<ul style="list-style-type: none"> Continue the Annual Christmas Giving Project. Bring in speakers and presentations for students. (author, Concrete Theatre, Ian Porteous' Cultural Wheel, etc.) Rocks and Rings (curling demo) in February. World Read Aloud Day in February (buddy reading school wide) Field trips Artist in Residence program (printmaking) in April. Wellness Day for all students in spring Year End Barbecue sponsored by the PAC. Griffin Pride Night in June. Wellness Support Worker will be providing programming for all students this year (learning about anxiety and how to manage it.) Teachers ensure that each student in grades 6, 7 and 8 has at least one adult at school who they feel is an advocate for them. There is a Positive School Environment Committee which meets to review data, discuss ideas and plan accordingly. 	→	<ul style="list-style-type: none"> Accountability Pillar Results for Safe and Caring Schools will remain at an overall rating of Excellent. Our School Survey data will meet or exceed the Canadian norms in the number of students participating in school sports and clubs, students with a positive sense of belonging and positive relationships. Our School Survey data will meet or exceed the Canadian norms in the number of students who feel they have an advocate at school and have positive teacher-student relations Our School Survey data will meet or be lower than the Canadian norms in the number of
	→		→	

		<ul style="list-style-type: none"> The school connects with Hope Mission for extra curricular programs for students. 		<p>students with moderate or high levels of anxiety and are victims of bullying.</p>
<p>Provide direct teaching of social skills and behavioral expectations to students.</p>		<ul style="list-style-type: none"> EBS lessons beginning in January for gr. K - 5. Small group Health lessons (study skills, behavioral expectations, social skills) for grades 6 - 8, beginning in January. Programming by Wellness Support Worker Support from Family Liaison Worker 		<ul style="list-style-type: none"> Our School Survey data will meet or exceed the Canadian norms for the number of students who follow school rules. Accountability Pillar Results for Safe and Caring Schools remains at an overall rating of Excellent. Decreased office referrals.
<p>Provide a welcoming and open school environment for parents and families.</p>		<ul style="list-style-type: none"> Open House and Awards night in September Organize Parent Nights throughout the year. Invite parents to assemblies and special events. Monthly newsletter Regular email updates about upcoming events Parent -Teacher-Student conferences in November and March Teachers provide regular communication to parents (agendas, emails, etc.) School website is current and informative Texting is available to parents through school cell phone. 		<ul style="list-style-type: none"> Parents attending the events. Good (80% or higher) attendance rates and participation in Conferences Accountability Pillar Parental Involvement measure and Continuous Improvement measure remain at an overall rating of Excellent.

--	--	--	--	--

The following strategies are also being used at Griffiths-Scott School during 2017-2018 to promote and develop a safe and caring place of learning.

- Our school (grades K - 6) is part of the Provincial Nutrition project.
- Snack bowls with breakfast items and healthy snacks are provided each day for all students to access.
- As we transition to a K - 8 school, there is a school wide focus on helping students understand what it means to “be a Griffin”. The students complete a variety of activities.
- We are making a strategic effort to include clubs and activities for all students. (Kids in Action, UNESCO Club, Photo Booth, Board Games, Intramurals at noon, etc.)
- We have a Wellness Support Worker at GSS this year. She is working with students and teachers in all grades.
- The Wellness Support worker organized Yoga for all students at break times during the fall.
- The Wellness Support worker and FSLW ran a noon club for grade 8 girls requiring extra emotional support.
- The staff participated in the Blanket Exercise in October to develop better understanding of Truth and Reconciliation.
- All teachers will complete at least one lesson of the newly developed Truth and Reconciliation lessons with their class to become familiar with and prepare for the new Teacher Quality Standard
- Success in School meetings continue.
- The sign outside of the school is used to advertise upcoming events.
- The administration works closely with the Parent Advisory Committee.

Annual Education Results Report
2016-2017

The following information is a summary of the Accountability Pillar Results for Annual Education Results Report (AERR) October 2017 for Millet School and Griffiths Scott Middle School. The complete documents can be obtained from Susan Coleman (principal) at Griffiths-Scott Middle School. Call Susan at 780-387-4101 or through email at susan.coleman@wrps11.ca.

The data below was reviewed and analyzed to inform and develop the above Strategic Education Plan for 2017-18.

Survey Information

- The accountability pillar included seven measures in 2016-2017 for Millet School.
- The accountability pillar included ten measures in 2016-2017 for GSMS.
- 28 students in grade 4 (Millet School) completed the survey at school
- 55 students in grades 5 and 6 completed the survey at school.
- 61 students in grades 7, 8 and 9 completed the survey at school.
- 28 parents who had students in grade 4 had the opportunity to complete the survey.
- 7 parents who had a student in grade 4 completed the survey.
- 21 parents who had students in grade 7 had the opportunity to complete the survey.
- 2 parents with students in grade 7 completed the survey therefore the results (too small of a sample size) are not included in the report from the government.
- 8 teachers at Millet School and 7 teachers at GSMS completed the survey.

Overall Summary for Millet School

Measure	Overall Rating
Safe and Caring	Good
Program of Studies	Issue
Education Quality	Excellent
Work Preparation	Good
Citizenship	Excellent
Parental Involvement	Excellent
Continuous Improvement	Acceptable

Overall Summary for GSMS

Measure	Overall Rating
Safe and Caring	Excellent
Program of Studies	Good
Education Quality	Excellent
Drop Out Rate	Excellent
PAT Acceptable	Acceptable
PAT Excellence	Concern
Work Preparation	Excellent
Citizenship	Excellent
Parental Involvement	Excellent
Continuous Improvement	Excellent

Comments:

- Between the two schools, 10 of the 17 measures combined, received a rating of Excellent.
- At GSMS, all the results (except for PAT results) increased from the previous year result.
- The results in Program of Studies, Work Preparation, Citizenship and School Improvement had more than a 10% increase from the previous year results.
- The measure for Program of Studies at Millet School (67.1%) was significantly lower than provincial results (81.9%)

Grade 6 Provincial Achievement Test Results
Percentage of students Achieving

Subject	Acceptable Standard	Provincial Results	Standard of Excellence	Provincial Results	Below Acceptable Standard	Provincial Results
LA Total Test	90%	91.5%	26.7%	20.9%	10.0%	8.5%
Writing	86.7	90.3	16.7	12.3	13.3	9.7
Reading	93.3	90.0	30.0	43.8	6.7	10.0
Math Total Test	73.3	76.2	0	13.7	26.7	23.8
Part A	70.0	65.1	20.0	29.6	30.0	34.7
Part B	76.7	78.5	0	14.6	23.3	21.5
Science Total Test	90	86	6.7	33.2	10	14
Knowledge	100	90.8	20.0	35.9	0	9.2
Skills	83.3	82.7	13.3	36.9	16.7	17.3
Social Studies	73.3	81.3	13.3	25.1	26.7	18.7

Comments:

- **NOTE:** The grade 9 PAT results are included in the AERR document but not in this report because we no longer have grade 9 students in our school.
- The PAT results for English Language Arts 6 for the Acceptable standard were comparable to the provincial results.
- The PAT results for ELA 6 for the Standard of Excellence were over 5% above provincial results.
- The results in the reading test were higher than provincial results for students achieving the Acceptable Standard.
- The number of students achieving the Acceptable Standard in Math Part A was above provincial results.
- The PAT results for Science 6 at the Acceptable Standard were above provincial results.
- 100% of our students achieved the Acceptable Standard in the Knowledge section of the Science test.
- The results for students achieving the Standard of Excellence were lower than provincial results in Math, Science and Social Studies.

Developmental Reading Assessment Results for June 2017

Grade	# of students	% of students reading at or above grade level	% of students reading below grade level
One	32	78%	22%
Two	32	69%	31%
Three	32	78%	22%
Four	28	71%	29%
Five	30	60%	40%
Six	32	72%	28%

CORE Reading Assessment Results for June 2017

Grade	# of students	% of students reading at or above grade level	% of students reading below grade level
Seven	22	64%	36%

Comments:

- The Developmental Reading Assessment and CORE assessments are two sources of assessment results.
- Teachers also use a variety of formative and summative assessments in their LA classes that are not included in this data.
- Students' report card marks in Language Arts are based on a combination of the assessments.

Our School Survey
October 2016 / April 2017

- The Our School Survey was completed by all students in grades 4 - 9 in November 2016 and April 2017.
- The results are summarized in the tables below.

Social-Emotional Outcomes related to Academic Success for Students								
	Gr. 4 Nov.	Gr. 4 April	Cdn. Norm	Gr. 5 Nov.	Gr. 5 April	Gr. 6 Nov.	Gr. 6 April	Cdn. Norm
Students that value school outcomes	93%	96%	96%	96%	96%	97%	100%	96%
Students with positive homework behaviours	48%	NA	NA	75%	NA	59%	NA	NA
Students who are interested and motivated	85%	89%	76%	92%	86%	93%	93%	68%
Effort	92%	NA	NA	100%	NA	93%	NA	NA
Effective learning time	82%	81%	84%	82%	83%	82%	81%	80%
Relevance	83%	86%	80%	91%	84%	83%	83%	78%
Rigor	80%	84%	81%	87%	80%	78%	79%	79%
Expectations for success	80%	NA	NA	86%	NA	88%	NA	NA
Positive learning climate	62%	NA	78%	72%	NA	61%	NA	73%

Comments:

- Students that value school outcomes meet or are higher than the Canadian norms.
- Students who are interested and motivated are significantly higher than the Canadian norms.
- Effective learning time, relevance and rigor all are comparable or higher than the Canadian norms.
- Positive learning climate is lower than Canadian norms for grade 4, 5 and 6's.

Social-Emotional Outcomes related to Academic Success for Students							
	Gr. 7 Nov.	Gr. 7 April	Gr. 8 Nov.	Gr. 8 April	Gr. 9 Nov.	Gr. 9 April	Cdn. Norm
Students that value schooling outcomes	79%	76%	83%	63%	71%	73%	80%
Students who are interested and motivated	39%	33%	44%	32%	30%	14%	34%
Effort	67%	56%	89%	79%	61%	50%	73%
Effective learning time	77%	71%	66%	64%	64%	66%	67%
Relevance	69%	67%	60%	62%	57%	61%	63%
Rigor	72%	62%	62%	60%	63%	66%	NA
Expectations for success	76%	64%	71%	68%	70%	73%	73%
Positive learning climate	64%	53%	62%	61%	55%	62%	60%
Students planning to finish high school	56%	56%	72%	83%	57%	55%	80%
Students planning to pursue a trade or apprenticeship program	12%	17%	24%	28%	17%	23%	25%
Students planning to go to college or university	56%	44%	61%	50%	35%	36%	67%

Comments:

- The grade 9 data is less relevant to 2017-18 as we no longer have grade 9's in our school.
- We focused on the grade 4 - 7 data as those are the students who are in our school for 2017-18.
- Students that value schooling outcomes result is lower than Canadian norms.
- Students in grade 7 scored lower than Canadian norms in Effort.
- Effective learning time and relevance are comparable to Canadian norms.
- Expectations for success are lower than Canadian norms.
- Positive learning climate for grade 7 dropped in April and is lower than Canadian norms.
- Grade 7 results for finishing high school and attending post secondary are both lower than Canadian norms.

Social-Emotional Outcomes related to GSS being a Safe and Caring place of Learning								
Outcome	Gr. 4 Nov.	Gr. 4 April	Cdn. Norm	Gr. 5 Nov.	Gr. 5 April	Gr. 6 Nov.	Gr. 6 April	Cdn. Norm
Participation in school sports	39%	NA	66%	86%	NA	43%	NA	69%
Participation in school clubs	4%	NA	49%	48%	NA	40%	NA	49%
Students with a positive sense of belonging	67%	82%	88%	67%	70%	62%	57%	84%
Students with positive relationships	79%	86%	79%	93%	86%	90%	83%	81%
Students with positive behaviour at school	93%	89%	90%	96%	89%	87%	93%	92%
Students with moderate or high levels of anxiety	22%	14%	17%	25%	25%	33%	20%	16%
Students who are victims of bullying	46%	15%	30%	25%	28%	33%	28%	24%
Advocacy at school	68%	53%	50%	71%	67%	69%	71%	49%
Positive teacher-student relations	82%	NA	83%	83%	NA	85%	NA	78%

Comments:

- Participation in school sports and clubs for grade 4 and 6's are lower than Canadian norms.
- Students with a positive sense of belonging (accepted by peers and others at school) is lower than Canadian norms for all grades.
- Students with positive relationships (friends at school) and positive behavior at school are comparable to Canadian norms.
- Students with moderate or high levels of anxiety are higher than Canadian norms in grades 5 and 6.
- Students who are victims of bullying dropped from October to April in grades 4 and 6.
- Advocacy at school is higher than Canadian norms in grades 5 and 6.
- Positive teacher-student relations are higher than Canadian norms in grades 5 and 6.

Social-Emotional Outcomes related to GSS being a Safe and Caring place of Learning							
Outcome	Gr. 7 Nov.	Gr. 7 April	Gr. 8 Nov.	Gr. 8 April	Gr. 9 Nov.	Gr. 9 April	Cdn. Norm
Participation in school sports	37%	NA	56%	NA	71%	NA	55%
Participation in school clubs	32%	NA	22%	NA	17%	NA	47%
Students with a positive sense of belonging	61%	39%	61%	47%	62%	68%	73%
Students with positive relationships	79%	83%	61%	63%	50%	59%	73%
Students with positive behaviour at school	89%	89%	94%	95%	92%	90%	87%
Students with moderate or high levels of anxiety	28%	28%	33%	22%	42%	50%	18%
Students with moderate or high levels of depression	28%	22%	22%	22%	33%	45%	16%
Students with a positive self-esteem	68%	61%	56%	68%	54%	45%	78%
Bullying, exclusion and harassment	28%	28%	28%	39%	17%	18%	25%
Advocacy at school	28%	25%	27%	26%	27%	21%	29%
Positive teacher-student relations	68%	55%	65%	62%	61%	66%	62%

Comments:

- Our grade 8 and 9 classes left the school in June 2017 as they moved to high school. This is the first year for grades 8 to move to the high school for grade 9.
- Staff feel that some of the above results (sense of belonging, anxiety, depression, positive self-esteem) may have been related to the uncertainties connected to moving to high school. Our students are moving from a small school into a large high school.
- Only the grade 7 students from this survey are in the school for 2017-18.
- Participation in school sports was low for grade 7's.
- Participation in school clubs was lower than Canadian norms for all grades.
- Students with positive relationships in grade 7 is higher than Canadian norms.
- Students with positive behaviour at school are higher than Canadian norms in all grades.
- Bullying, exclusion and harassment is comparable to Canadian norms for grade 7.
- Bullying, exclusion and harassments are higher than Canadian norms for grade 8.
- Bullying, exclusion and harassment are lower than Canadian norms for grade 9.
- Advocacy at school is lower than Canadian norms for all grades.

- Positive teacher-student relations vary for all grades.

Conclusion

This report is a summary of data from standardized assessments and surveys. Teachers use this data, their own assessments plus their professional judgement and knowledge of their students when assessing students, reporting marks and planning for their teaching. At Griffiths-Scott School we have a very dedicated staff (teachers and support staff) who are always striving for continuous growth and improvement in their students' learning. They are also very connected to and understanding of their students' physical, social, emotional and behavioural needs which all contribute to student success. Their hard work and dedication to our students each and every day contribute to the positive environment for our students, staff and families.

- This plan will be shared with staff through Google and discussed at an upcoming staff meeting.
- This plan will be shared with the Parent Advisory Committee.
- This plan will be posted on the Griffiths-Scott Middle School website.

Submitted by Susan Coleman