

Gobind Sarvar School

www.gscalgary.com

THE EDUCATION PLAN

2025-2028



TODAY'S LEARNER...

TOMORROW'S GUIDE

Mission Statement

Inspiring students to become authentic life-long learners by providing a safe, nurturing environment focused on inquisitive thinking, self-exploration, and holistic growth.



AUTHORITY NAME: GOBIND MARG CHARITABLE TRUST FOUNDATION

SCHOOL COMMITTEE MEMBERS

CHAIRPERSON: MR. SARBJIT SINGH BASSI
VICE CHAIR – MR. HARBANS SINGH GILL
TREASURER - MR. SUKHPAL SINGH KHERA
SECRETARY - MR. KARAN SHARMA

STAFF MEMBERS

KINDERGARTEN A: MRS. SARBJIT KAUR
KINDERGARTEN B: MRS. ANKITA SINGH
KINDERGARTEN C: MRS. PARMINDER SANDHU
KINDERGARTEN D: MS. PRIYANKA JOSHI
KINDERGARTEN E: MRS. JAGDEEP KAUR
GRADE 1A: MRS. SUPRIYA BASSI
GRADE 1B: MRS. JASDEEP KAUR
GRADE 1C: MRS. POOJAN POOJAN
GRADE 1D: MRS. RUPINDER MANN
GRADE 1E: MRS. SHRIYA KAPOOR
GRADE 1F: MS. CHITRA BATT
GRADE 2A: MRS. RAMANDEEP VERMA
GRADE 2B: MS. PRIYANKA SHARMA
GRADE 2C: KRISHNA KUSHAN
GRADE 2D: MRS. GURMEET KAUR
GRADE 2E: MRS. JASMEET SETHI
GRADE 3A: MS. VANESSA LEE
GRADE 3B: MR. INDY SEBASTIAN
GRADE 3C: MR. WILLIAM
GRADE 3D: MS. SOURAYA TOURAYA
GRADE 3E: MS. VICTORIA GORDON
GRADE 4A: MRS. AMMARA MIRZA
GRADE 4B: MS. SARAH LE
GRADE 4C: MISS MANJOT SULL
GRADE 4D: MS. MICHELLE CHEVERIE
GRADE 5A: MRS. NAVGEET SANDHU
GRADE 5B: MS. JEEVANJOT
GRADE 5C: MS. NAVKIRAN BAINS
GRADE 5D: MS. MEHAK GREWAL
GRADE 5E: MS. REETGAGAN ATWAL
GRADE 6A: MR. YOUNGHOON LEE
GRADE 6B: MR. JASWINDER CHEEMA
GRADE 6C: MRS. SHWETA SHARMA
GRADE 6D: MS. KUSHBOO LAL CHANDANI
GRADE 7A: MS. TAHERA SUBHANA
GRADE 7B: MR. KEVIN SANDAL
GRADE 7C: PREETI PARHAR
GRADE 8A: MS. FAUZIA AKHTER
GRADE 8B: MS. PREETPAL
GRADE 9/PE: MR. TIM KURRY
GRADE 10: MS. AMANDA MCGUIRE
GRADE 11: MS. JILLIAN
GRADE 12: MR. NICHOLAS ENG
PHYSICS/MATH SPECIALIST – MR. SIMON HABOT
EAL SUPPORT – MR. HOLDEN BAKER
PE GRADES 4 TO 6: MS. SIMRAN
PE GRADES KG TO 3: MR. TRIPETWANT SINGH
RESOURCE/MUSIC TEACHER AT WESTWINDS CAMPUS: MISS GAYATHRY CHAKRAVARTHI

ELL COORDINATOR/GRADES 2/3 RESOURCE TEACHER: MS. RITU
 MUSIC TEACHER: MR. CHARLES
 ELL COORDINATOR/RESOURCE SPECIALIST: MS. MICHELLE LIN
 GURMAT AND GURMUKHI GRADES KG TO 1: MRS. MANDEEP KAUR
 GURMAT AND GURMUKHI GRADES 2 TO 3 INSTRUCTOR: MRS. RAJINDER KAUR
 GURMAT/GURMUKHI GRADES 6 TO 9 – MRS. GURPREET GREWAL
 GURMAT/GURMUKHI AND GURMAT SANGEET INSTRUCTOR GRADES 7 TO 9: DR. RAJAN KAUR
 TABLA INSTRUCTOR – MR. RAM SINGH
 GURMAT SANGEET GRADES KG TO 1: MR. MANDEEP SINGH
 GURMAT SANGEET GRADES 2 TO 3: MR. SHAMINDER SINGH
 GURMAT SANGEET GRADES 4 TO 6: MR. GAGANDEEP SINGH
 SECRETARIES: MRS. MANPREET RANDEV, MS. MARVIHIE, MS. BEANTVIR KAUR, MRS. INDERJIT KAUR
 ADMINISTRATIVE SECRETARIES: MRS. HARINDER KAUR, MRS. ABHA SHUKLA
 VICE PRINCIPAL WESTWINDS CAMPUS: MS. SIMRAN SULL
 PRINCIPAL WESTWINDS CAMPUS: DR. WENDY FREEMAN
 DIVISION 2 VICE PRINCIPAL GURU NANAK GATE CAMPUS: MS. PREETY SINGH
 DIVISION 3/4 VICE PRINCIPAL GURU NANAK GATE CAMPUS: MR. DAVID FALCONER
 SENIOR PRINCIPAL: MRS. KARAMJIT KAUR SERAN
 MANAGING DIRECTOR: MR. SARBJIT SINGH BASSI

Accountability Statement for the Education Plan:

The Education Plan for Gobind Marg Charitable Trust Foundation commencing September 1, 2025 was prepared under the direction of the Board of directors/school committee in accordance with the responsibilities under the Private Schools Regulation and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board/School committee has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The board approved the Education Plan for the 2025/2028 on May 29th, 2025.

Signature of the Chairperson: _____



Engaging with stakeholders: At Gobind Sarvar, we strive to reach all of our stakeholders through meaningful engagement processes. The Board and the administration provide opportunities for stakeholders to be involved in this Assurance Plan and look to building continued engagement opportunities.

- Through the ongoing daily conversations, PLCs, interactions and engagement that our staff has with students, staff, parents and the community at large;
- Through an ongoing conversation with our graduating class
- Through staff, student and parent surveys- that are administered twice a year
- Through Parent Advisory Committee meetings and Focus groups
- Through Focus group meetings with parents, staff and students
- Through Focus group meetings with Grades 3 and up.
- By obtaining collaborative class feedback from the students
- Through School Council meetings and representation;
- Through Student Advisory conversations;
- Through administrators and board meetings

- **Building Strong Partnerships:** We have established a strong and collaborative relationship with **Cheryl Babin** from the Calgary Regional Consortium. As a **Designer of Professional Learning** with the Alberta Regional Professional Development Consortia, Cheryl has been instrumental in supporting the professional growth of our staff. Over the past two years, she has worked closely with **Gobind Sarvar**, developing a deep understanding of the unique needs of our students and educators. With her support, we have successfully organized a number of impactful professional development sessions.
- **Engaging Stakeholders through Community Events:** We actively seek opportunities to engage stakeholders through various **events and community activities**. These include **religious and cultural celebrations**, as well as high-profile **visits from dignitaries** such as the Premier, the Education Minister and local MLAs. These occasions not only bring the community together but also create meaningful opportunities to engage in **dialogues around education**. The **Gobind Sarvar school committee, administration, and staff** remain deeply committed to strengthening stakeholder engagement and fostering collaborative partnerships to support student success.

Foundation Statement

Our motto: Today's Learner...Tomorrow's Guide

Our vision: Foundation of tomorrow's beautiful humanity is being built with his grace.

Mission Statement: Inspiring students to become authentic life-long learners by providing a safe, nurturing environment focused on inquisitive thinking, self-exploration, and holistic growth.

Our School Values: Gobind Sarvar School has a unique character education program. We teach our students the "Eight Core Values of Sikhi". Core value are based on the teachings of Gurbani.

School's Profile: Gobind Sarvar School Calgary is a private school and has been in operations since August 2017. At Gobind Sarvar, we follow the curriculum set out by Alberta Education. Our main focus is to enhance students' knowledge of the core subject areas, as well as enhance each student's insight and understanding of Sahib Sri Guru Granth Sahib's (Sikh Holy Scripture) teachings, Sikh values and language.

At Gobind Sarvar, we believe in:

- supporting students in the construction of their own "knowledge and process

bank" through an inquiry approach to discovering, exploring, and problem solving.

- providing students with the tools, confidence and encouragement they need to succeed in our ever-changing "Global Village".
- sustaining and promoting high quality personal, educational and moral standards.
- utilizing today's technology to build a foundation to exceed tomorrow's expectations.
- inspiring students to follow Sahib Shri Guru Granth Sahib Ji's teachings and stay connected to their Sikh heritage.
- strengthening the links between Family, School, Gurdwara and Community.

Philosophy and Approach to Teaching:

- Our philosophy is to create lifelong learners and as such to foster this we believe in using an inquiry method. Lessons are guided by student's curiosity, engagement and questions. We believe in extending consciousness through inquiry approaches along with Gurbani (hymns) and Gurmat Sangeet curriculum.
- At Gobind Sarvar, we believe that the external as well as internal spiritual growth is important.
- Gurmat and Gurbani curriculum is integrated into the Alberta Education Curriculum. It shows how Gurbani is interconnected with our personal growth.
- Every morning, the whole student population and teachers come together to participate in morning assembly (meditation).



Future Goals: 2024-2025 at Glance

Additional Grades and High School: As we continue to grow, the challenge is always to accommodate our growing student population. Next school year, our student population will reach over 1000. There will be 21 classes for Grades KG to 3 students at the Westwinds Elementary Campus. Grades 4 to 12 students (26 classes) will be at the Guru Nanak Gate Campus.

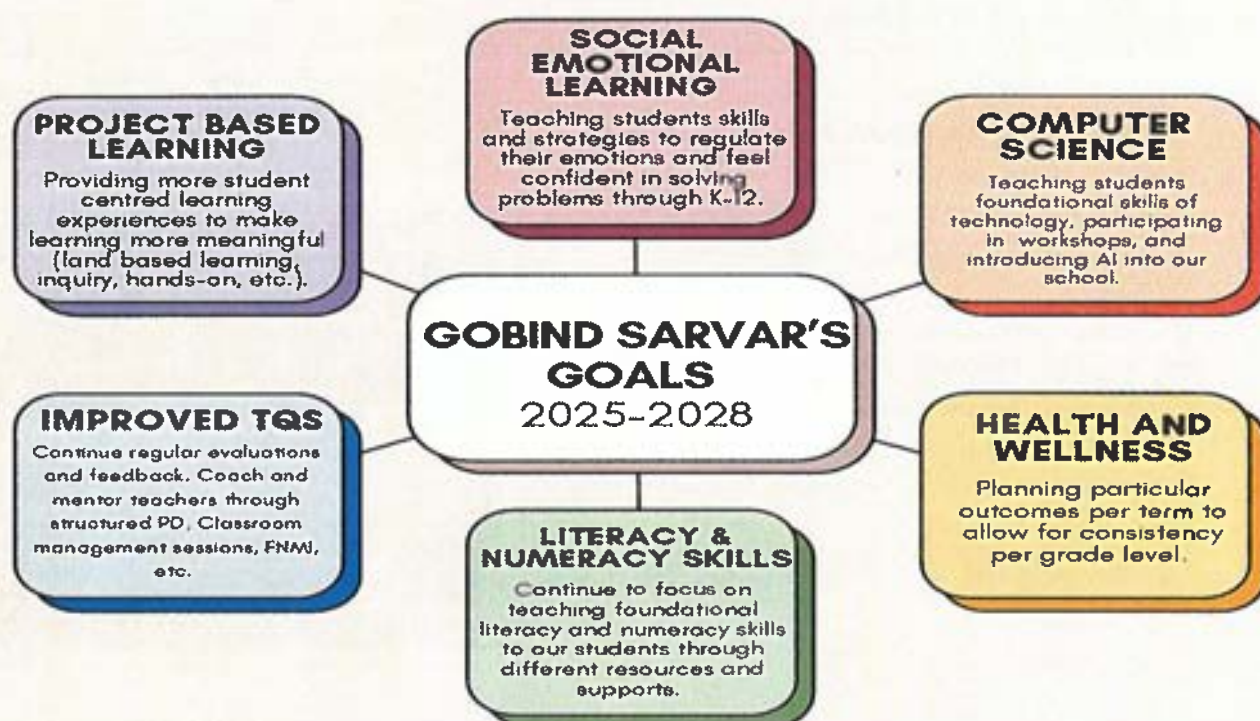
New school building and the two campuses: In 2023, we officially occupied our new building, which now accommodates students from Grades 4 to 12. The construction of Phase 2

began in the spring, and upon completion, it will provide additional classrooms, allowing us to better serve our growing community. We anticipate the completion of this phase by 2027.

In the meantime, the elementary school is now known as the Westwinds Campus, where students from Kindergarten to Grade 3 are taught. The GNG Campus continues to serve students in Grades 4 through 12.

Enrolment Projection – In the 2025-2026 school year, we will be accommodating approximately 504 students at the elementary campus (KG to 3) and Grades 4 to 12 with the enrolment projection of 626. In the 2026-2027 – the projections are close to 384 (KG to 1), and 1100 (Grades 2 to 12). Enrolment Projections for the 2027-2028 are close to 384 for Grades KG to 1 and 1281 for Grades 2 to 12 at the Guru Nanak Gate Campus

Strategic Goals for Gobind Sarvar 2025-2028



Domain: Student Growth and Achievement:

Provincial Achievements Tests:

Key insights from the analysis of most recent results:

Based on the Provincial Achievement Data we received in the year 2023-2024 reflects that 97.1% of our grade 6 students achieved the acceptable standards and 31.4% students achieved the excellence standards. Our grade 6 students performed very high as compared to the province both in acceptable and excellence standards.

As for our grade 9 students, 77% of our students achieved the acceptable standards and 9% of our grade 9 students received the standards of excellence. Grade 9 students performed very well in the acceptable standards as compared to the province, however struggled in competing with the province in terms of the standards of excellence. See Pages 10 and 11 of the AERR.

Careful Analysis of the Grade 6 PATs Data: It should be noticed that English Language Arts and Math PATs were not written by our students in the school year 2023-2024. Our students participated in writing the Social Studies and Science PATs. We have done exceptionally well in Social Studies and Science for "Acceptable Standards" and the "Standards of Excellence" as compared to the province and we are very proud of these results.

Science 6:

Gobind Sarvar Results	- Acceptable Standards – 95.7%, Standards of Excellence – 44.3%
Province	- Acceptable Standards – 66.7% Standards of Excellence – 21.8%

It has been observed that the majority of our students are English as an Additional Language (EAL) learners. As such, they often face challenges with understanding and comprehending academic vocabulary and the phrasing of questions across subjects. In Mathematics, while students demonstrate strong skills in number sense and computation, they consistently struggle with word problems.

Over the past two years, our students have demonstrated consistent and commendable performance in Science and Social Studies. As we move into the 2024–2025 academic year, our students will be participating in the English Language Arts (ELA) and Math Provincial Achievement Tests (PATs) in addition to the Social Studies.

A significant proportion of our students are English as an Additional Language (EAL) learners and are currently working below grade level in reading. Their primary challenges lie in reading comprehension and vocabulary development. Taking into consideration the 2022–2023 PAT results and current classroom data, we have set the following goal for English Language Arts:

Academic Goals for Grade 6:

English Language Arts:

To increase the percentage of students achieving the Standards of Excellence based on the year 2022-2023 data (from 4% to 15%) on the English Language Arts PAT by supporting targeted vocabulary instruction, comprehension strategies, and differentiated reading interventions for EAL learners and students reading below grade level.

Science and Social Studies:

Maintain current academic standards by continuing to deliver consistent, curriculum-aligned instruction that supports student engagement, critical thinking, and content mastery in both Science and Social Studies.

Mathematics:

- Maintain or improve the percentage of students achieving the *Acceptable Standard*.
- Increase the percentage of students achieving the *Standard of Excellence* from 12% (2023) to 17%, through focused instruction, data-driven interventions, and enrichment strategies.

Careful Analysis of the Grade 9 PATs Data: This is our third year that our students participated in the Grade 9 PATs. Our students scored higher than the province in the "Acceptable Standards" for all subjects. "Standards of Excellence" is an area of concern for all subjects.

Academic Goals for Grade 9 to Improve Standards of Excellence – The goal is to increase the percentage of students achieving the *Standard of Excellence* across all core subjects by 5%.

- **English Language Arts (ELA), Mathematics, and Science:**
Current achievement at the *Standard of Excellence* is 8%. The target is to increase this to 13% through focused instruction, differentiated learning, and enrichment opportunities.
- **Social Studies:**
Current achievement at the *Standard of Excellence* is 12%. The target is to increase this to 17% by continuing to build critical thinking skills, deepen content knowledge, and provide opportunities for advanced performance.

Comment: Our overall analysis for this domain remains the same based on the stakeholders' engagement, and therefore we will continue working on this domain in the upcoming years.

Key insights from the stakeholder engagement:

During a recent in-person engagement session, stakeholders were presented with key insights derived from the analysis of the Provincial Achievement Test (PAT) data. After a thorough review of the results and in consideration of teacher observations, it was concluded that **reading fluency and reading comprehension remain significant areas of need for our students.**

A limited vocabulary and underdeveloped comprehension skills are directly impacting student performance in English Language Arts (ELA). Many students struggle not only with understanding texts but also with constructing well-developed stories and essays. These challenges extend to **all core subjects**, where reading and interpreting information is also a critical component of success.

While we aim to see an **increase in the number of students achieving the Standard of Excellence across all core subjects**, there is particular emphasis on **improving outcomes for Grade 9 students**.

Our **Grade 6 students performed exceptionally well**, which may be attributed to the fact that many of them have been with the school since Kindergarten. This long-term exposure to our instructional approaches and learning environment may have positively influenced their results.

In contrast, several factors may have contributed to the lower performance observed in Grade 9, including:

- A higher number of newly hired teachers
- Increased test anxiety among students
- A general decline in academic motivation or study habits often associated with this age group

Moving forward: Areas we must focus on:

Moving forward, **targeted interventions and consistent instructional support** will be essential to address these gaps and raise student achievement, particularly in literacy-based competencies across all subjects.

Teacher Support and Professional Development: One critical area we need to focus on is increasing teacher support, particularly for our first-year educators. These teachers would benefit greatly from mentorship programs and more in-class assistance to help them navigate the challenges of their initial years in the classroom. Providing structured support will not only enhance their teaching abilities but also contribute to a more positive learning environment for students.

Additionally, based on feedback from student surveys, **there is a clear desire for more opportunities to engage in project-based learning**. To meet this demand, it's essential that we offer professional development (PD) sessions that equip teachers with the necessary skills to implement inquiry-based and student-centered learning. This approach fosters critical thinking and deeper engagement, which are key to students' long-term success.

By prioritizing teacher mentorship and ongoing professional development, we can better support both our educators and students, creating a more dynamic and effective learning environment.

Inquiry/Project-Based Learning: According to student feedback, there is a clear desire for increased engagement in the classroom. Students have expressed a preference for more project-based and student-centered learning experiences. This approach would allow them to take a more active role in their learning, fostering greater curiosity and deeper understanding of the material. As a result, incorporating more inquiry and project-based learning opportunities could significantly enhance student engagement and motivation. See pages 10 to 13 of the AERR.

Diploma Results: High School

Key insights from the analysis of most recent results:

Based on the Diploma results received in the year 2023-2024 reflects that 71.8% of our grade 12 students achieved the acceptable standards and 23.1% students achieved the excellence standards. Our grade 6 students performed very high as compared to the province in excellence standards, however we scored lower than the province in the acceptable standards.

Careful Analysis of the Grade 12 Diploma Results: This year marks our first participation in the Grade 12 Diploma results, and our students performed exceptionally well. In fact, they scored higher than the provincial average in the "Excellence Standards" for almost all core subjects. In particular, students demonstrated strong performance in ELA 30-1, where they achieved the "Very High" rating at the Excellence Standards. We are pleased with this outcome.

However, there is still work to be done. Moving forward, we must set goals to improve the Acceptable Standards in Chemistry, Biology, Math and Social Studies 30-1.

Key insights from the stakeholder engagement:

During a recent in-person engagement session, stakeholders were presented with key insights derived from the analysis of the diploma results. After a thorough review of the results, coupled with teacher observations, it has been concluded that we need to offer a broader range of subjects to better meet the needs of our students.

It was also noted that, as a small high school, offering streamlined Dash-2 and Dash-3 courses can be challenging. Additionally, it is not fair to place all students in Dash-1 courses, as they come with varying abilities and learning needs.

We must find solutions to address this challenge and ensure that we provide the right educational opportunities for all students.

New this Year: 2024-2025

This year, we have been able to offer students courses tailored to their academic abilities and interests, to some extent. We are offering **Dash-2** and **K&E** courses, providing students with more personalized learning options.

Additionally, we've held **skills trades workshops** not only for our students but also for their parents, to help raise awareness of the available opportunities for students in the trades.

Moving forward- Goals for the year 2025-2026 and onwards

We are excited to announce that we have successfully signed a **Dual Credit Program** with **SAIT Polytechnic** and **Bow Valley College**. This is an incredible opportunity for our students.

Through this program, students will have the chance to enroll in courses that interest them and provide hands-on experience, such as **Autobody, Pipe Trades**, and more at **SAIT**.

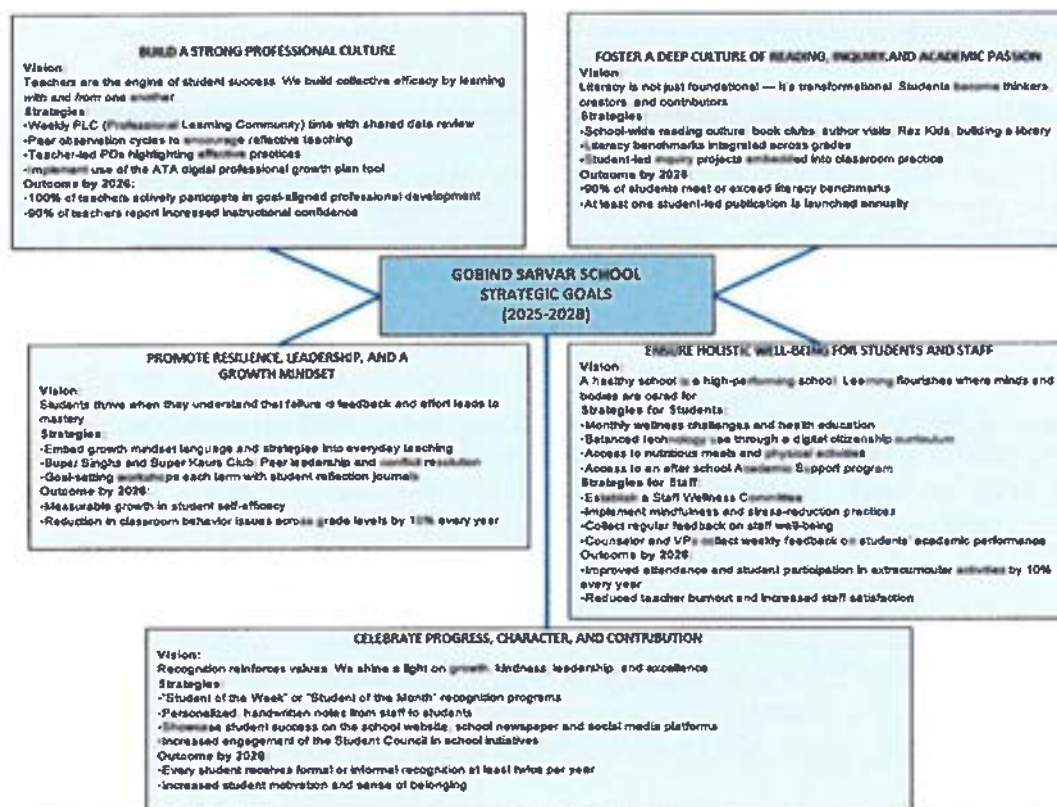
Over the next three years, we will expand opportunities for both parents and students to learn about skilled trades. **By increasing awareness and access, we aim to help students explore viable and rewarding career paths in various trades.** We will actively encourage students to take advantage of the many programs and training opportunities available through local institutes, ensuring they are well-informed and prepared to pursue these valuable career options.

Guidance and Counseling Support: The presence of a school counselor has significantly benefited our students, particularly in making informed decisions about their course selections and academic pathways. It is essential to **continue providing consistent counseling services** to ensure that all students have access to the guidance they need throughout their educational journey.

After-School Academic Support: There is a clear and ongoing need for **after-school academic support**, starting from the early grades. Providing this support proactively helps reinforce learning, addresses individual student needs, and builds a strong foundation for long-term academic success. We recommend making **after-school programs accessible to all students** as a regular part of our support structure.

Strategic Goals for Junior High and High School Students





Analysis of the Academic Data for KG to 3 – Westwinds Campus

At Gobind Sarvar, we administer literacy screening assessments to identify students who may be at risk for reading difficulties in kindergarten to grade 3. The LeNS test focuses on foundational phonics skills, while the CC3 test assesses word reading abilities. See pages 13 to 15 of the AERR!

At-Risk Data based on the

Numeracy Screening Assessments for 2024-2025 – Grades KG to 3

Grade	Numeracy		Numeracy	
	Not At-Risk % September	At Risk % September	Not - At Risk % January	At Risk % January
KG	N/A	N/A	74%	26%
Gr. 1	89%	11%	73%	27%
Gr. 2	63%	37%	75%	25%
Gr. 3	87%	13%	84%	16%

At-Risk Data based on the

Literacy Screening Assessments for 2024-2025 Grades KG to 3

Grade	Literacy Screening Assessments		Literacy Screening Assessments	
	Not At-Risk % September	At Risk % September	Not - At Risk % January	At Risk % January
KG	N/A	N/A	48%	52%
Gr. 1	59%	41%	73%	27%
Gr. 2	74%	22%	87%	13%
Gr. 3	87%	13%	86%	14%

KG to 3 – Field testing of the Letter Name-Sound (LeNs) and CC3 (the Castles and Coltheart Test) – Since 2021, Gobind Sarvar students have been participating in these assessments. These screening tools help us to identify students with reading difficulties early on. Field testing tools help us establish a norm that we use to interpret the results of the tests. The tests are administered to the students in a one-on-one environment.

Careful Analysis of the Numeracy, CC3 & Lens Data for Grades 1 to 3:

Numeracy Analysis: Upon reviewing the numeracy data, a clear trend emerges showing a consistent decrease in the proportion of "at-risk" students as they progress to higher grade levels. Additionally, when comparing the September data with the January data, we observe a reduction in the number of "at-risk" students for numeracy.

We are optimistic that this trend will continue, and we anticipate further improvement in the "at-risk" student numbers based on the May assessments.

This ongoing progress is encouraging, and we remain focused on continuing to support students who need targeted interventions.

Analysis of At-Risk Students Based on CC3/Lens – Literacy Assessments

Literacy Screening Analysis: The literacy data reveals that the percentage of at-risk students is significantly higher in Kindergarten and Grade 1 compared to Grades 2 and 3. This trend can likely be attributed to the fact that many of our students are EAL (English as an Additional Language) learners, with English being a second language for almost all of them. This language barrier impacts their ability to grasp English language skills.

However, we see a noticeable decrease in the percentage of at-risk students as we move to higher grade levels. This improvement suggests that the targeted interventions provided by

teacher assistants and support teachers are having a positive effect, helping students build the necessary skills to succeed in literacy assessments.

Outcome 1: All students are reading at grade level.

Provincial Measures:

- The percentage of students in grades 6 and 9 attaining the acceptable and excellence standard on the English Language Arts PAT, Social Studies, Science and Math.
- The percentage of parents indicating the satisfaction with the quality of education as measured by the AEA survey.
- The number of students performing well on the CC3 and Lens testing.

Local Measures:

- *Percentage of students who are reading below, at and above grade level according to the Fountas and Pinnell diagnostic reading tests (done each term).*
- *Percentage of staff that feel the supports they are offering, and the strategies in place are having a positive impact on student growth as measured by a staff survey.*
- *Percentage of parents satisfied with the approaches being taken at school to improve/strengthen students' reading skills based on the parent surveys.*
- *Percentage of students requiring additional support from each class. Teachers to hold discussions during grade level meetings at the end of each term. Compare the Fountas and Pinnell data obtained from the previous grade teacher and the data they obtained in September, February and then May to see if there are flaws. Questions to consider: Are students making progress based on their grade levels. Those who are not, discuss their needs with the administrator early on and provide them with additional in-class support and resource (hoping that over the years, the number of students require additional support from each class would reduce).*
- *Homeroom teachers to set literacy goals for their grades and submit a reflection of how their students are doing with the goals twice a year (Term 2 and Term 3).*
- *Percentage of students reading RAZ-Kids at home. Administration to check the data every month to see which class is reading the most. Teachers to check the data each month to see how many students are reading books on a regular basis. Award the students who are reading the most books on RAZ-kids on a monthly basis.*
- *Consistency in teaching the reading comprehension strategies based on the Balanced Literacy approach for Grades 4 to 9. English Language Arts teacher will be asked to submit a chart that shows how many strategies they were able to teach at the end of the year.*
- *For KG to 3: Percentage of students performing well on the CC3 and LENS. These screening tools helped identify if students have reading difficulties. The LENS test was field tested with Kindergarten to Grade 2 students, while the CC3 test was field tested with students in Grades 1 to 3 two times this year (2023-2024). Field testing will help establish a norm that will be used to interpret the results of the tests. See pages 11 to 14 of the AERR!*

Comments: Our local measures will remain the same for the upcoming school years (2025-2028). There is definitely a lack of consistent training when it comes to assessing students using Fountas and Pinnell. More clarity and support in administering these assessments is definitely

required. Lack of training could be reason for discrepancies to be observed when analyzing the F&P data, indicating a need for further guidance on proper data interpretation.

In light of this, we recognize the importance of offering targeted Professional Development (PD) sessions that focus on both the correct administration of the F&P testing and effective data analysis. To address this, we will be planning PD sessions in the upcoming school year, specifically aimed at supporting newly hired teachers. This will ensure that they are equipped with the tools and knowledge needed to implement these assessments consistently and accurately.

Strategies being implemented in the upcoming years...

For Grades 1 to 9: Literacy Program Continuation and Enhancement Plan

- **Ongoing Assessment and Data Collection:**
 - Continue conducting Fountas and Pinnell leveled reading assessments three times a year to collect local data and track student progress.
- **Phonics Instruction:**
 - For students in Kindergarten through Grade 3, maintain the use of the Phonics Wall as a consistent resource. This wall, displayed in all classrooms, provides a visual aid for teachers to reinforce phonics and sounds in their lessons.
- **Reading Comprehension Strategies:**
 - Keep modeling and teaching effective reading comprehension strategies, ensuring students are equipped with the tools to understand and analyze texts critically.
- **Setting and Reviewing Literacy Goals:**
 - At the start of each school year, establish clear literacy goals for all classes. Teachers will review and, if necessary, modify these goals twice during the year, adjusting based on observations and assessment data.
- **Encouraging Home Reading:**
 - Foster a love of reading at home by continuing to promote RAZ-Kids reading contests. Celebrate the class with the most books read each term to incentivize engagement.
- **Literacy Nights for Parents:**
 - Continue hosting Literacy Nights to provide parents with strategies and tools for encouraging reading at home, reinforcing the school's commitment to family involvement in literacy development.
- **Grade-Level Meetings Focused on Literacy:**
 - Continue facilitating monthly meetings for teachers at each grade level to focus specifically on literacy topics, ensuring consistent collaboration and professional growth.
- **Professional Development on Literacy Strategies:**
 - Continue to organize professional development opportunities that focus on reading strategies, the Balanced Literacy Approach, and the Fountas and Pinnell assessment process to further enhance teacher expertise.
- **Vocabulary Expansion:**
 - To support vocabulary development, introduce new words through engaging contexts such as literature, content-area texts, and real-world experiences. This

will help students expand their vocabulary and make connections to broader contexts.

- **Levelled Reading Resources:**

- Continue to invest in leveled reading resources, including:
 - Purchasing Fountas & Pinnell leveled reading sets for Grades 3–5 (following the acquisition of sets for Grades K–2 last year).
 - Expanding the “Library on Wheels” program for Grades K–3, which has been highly successful.
 - Acquiring additional in-class reading books for Grades 4–6 this school year, with plans to expand resources for Grades 7–9 in the upcoming year.
 - Ongoing development of leveled reading books for Grades 4–9 to further support diverse reading levels and interests.

Grades 4 to 9 – Reading Comprehension and Critical Thinking Skills - Main focus

- **Morning Routine Focused on Reading Comprehension**

Develop a morning routine in which every class begins with a reading comprehension passage followed by critical thinking questions. This will help reinforce the habit of engaging with text daily and build essential skills for both reading comprehension and analysis.

- **Modeling Comprehension Strategies (Grades 4-9)**

Teachers in grades 4 through 9 will model the application of reading comprehension strategies through read-alouds. Following this, students will practice these strategies during “reading buddies” sessions or independent reading, allowing them to apply what they’ve learned in real-time.

- **Monthly Comprehension Strategy Focus (Grades 4-9)**

Create a list of comprehension strategies to be taught across grades 4 to 9, with one strategy introduced each month. This will ensure consistent skill development and mastery over time.

- **Targeted Support Using F&P Data**

Analyze Fountas and Pinnell (F&P) reading data to form four reading groups based on students’ current reading levels. This targeted approach will allow for more focused support for struggling students. Resource teachers can facilitate book clubs to enhance fluency and comprehension, providing additional practice and engagement.

- **Implementation of CARS and STARS**

The CARS (Comprehension and Reading Strategies) and STARS (Strategic Teaching and Reading Strategies) programs will be implemented across all grades next school year to further support the development of reading comprehension and critical thinking skills.

Literacy Plan for the Year 2025-2026:

- I. **Yearly Literacy Plan for Teachers**

In the coming year, each grade will be provided with a well-laid-out yearly literacy plan. This plan will outline clear expectations and objectives for each grade level, ensuring a structured and cohesive approach to literacy development across the school.

2. **Weekly Time Allocation for Literacy Components**

Teachers will be provided with detailed guidance on how much time to allocate each week for the different components of English Language Arts, including spelling, grammar, vocabulary, writing, and reading comprehension. This structured time allocation will help ensure that all essential literacy skills are covered consistently.

3. **Consistency in Teaching Resources**

To foster consistency and effectiveness, teachers will receive standardized resources for each component of the English Language curriculum. This will ensure that all students, regardless of their teacher or class, are exposed to the same quality materials and instructional strategies.

4. **Support for Teachers**

Regular professional development sessions will be provided to teachers throughout the year to ensure they are fully equipped to implement the literacy plan effectively. These sessions will focus on best practices, strategies for differentiation, and ways to monitor student progress.

Domain: Learning Supports – Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

New this Year:

Reading Recovery Program for Grades 4 to 6 based on CARS and STARS

Program Overview: The **CARS & STARS** reading program designed to enhance reading comprehension by focusing on 12 core reading strategies. This program seamlessly integrates assessment and instruction, allowing students to work at their individual skill levels. With its adaptive learning approach, **CARS & STARS** provides personalized instruction to meet the unique needs of each student.

Teachers benefit from detailed progress reports that offer valuable insights into student performance, enabling them to track growth, identify areas for improvement, and tailor instruction accordingly. This data-driven approach ensures that all students receive the support they need to develop strong reading skills and become confident, proficient readers.

The objective of this program is the EAL Support Program aims to:

- Develop a leveled language support system based on diagnostic data
- Provide pull-out and in-class EAL support for identified students
- Use the CARS & STARS and F&P systems to monitor reading comprehension and language development
- Create or improve the EAL Resource Bank for staff reference
- Collaborate with classroom teachers to implement inclusive practices

With the increasing number of EAL students in our school community, it is critical to ensure that our instructional practices and supports are inclusive, differentiated, and effective. Language proficiency impacts students' success across all subject areas. This program seeks to:

- Support language development through targeted instruction
- Build academic vocabulary and comprehension skills
- Foster student confidence and participation
- Align with the Fountas & Pinnell (F&P) framework and existing school literacy initiatives
- Establish a structured resource and tracking system for EAL progress – EAL Tracker for all Grades

The Expected Outcomes for the reading recovery program is to

- Improved student performance in reading, writing, and oral communication

What we do in Reading:

- Guided Reading: For more challenging texts, I will read aloud to students or read alongside them to support word recognition and comprehension.
- Silent Reading: Encourages focus and independent reading habits, preparing students to read effectively on their own at home.
- Partner Reading: Students may choose a partner to read aloud with before completing comprehension questions, fostering collaboration and peer support.

What we do in Writing:

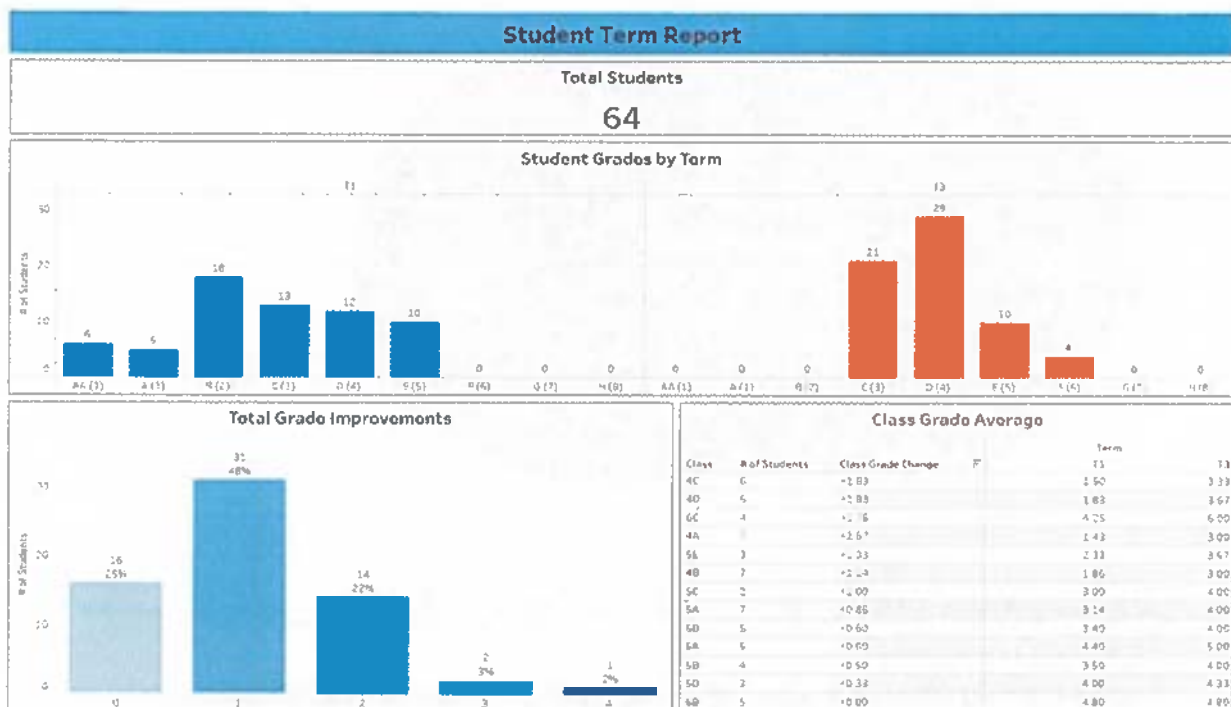
- Note-taking: Each lesson includes structured note-taking that reinforces formatting (e.g., dates, titles, content, and diagrams) and supports organizational writing skills.
- Short Answers: Some readings include comprehension questions requiring concise written responses.
- Extended Writing: Students will occasionally write journals, self-reflections, or short stories related to the reading to build fluency and voice in written expression.

Oral Communication:

- Small Group Discussions: Encouraged after each reading to promote verbal expression, vocabulary development, and active listening.
- Critical Thinking Conversations: Students share their thoughts on the author's perspective, identify the main idea, give examples of supporting details of the story, and reflect on the moral lessons of each story or fable.

Overview of 2024–2025 Literacy Support:

A total of 64 students across Gr. 4 to 6 received pull-out literacy support during the 2024–2025 school year. The graph below reflects the improvement shown by the students.

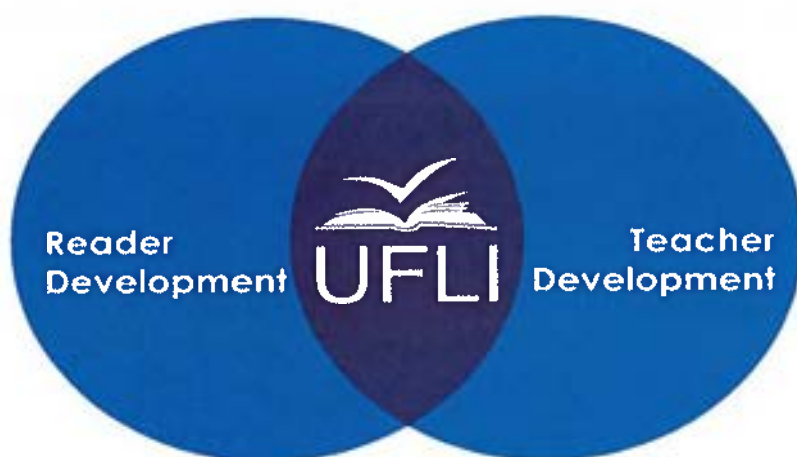


Overall Comments on the 2024/2025 "Reading Recovery" Action Plan implementation:

- Teacher assistants hired for all grade levels, such as having one qualified teacher assistant hired per grade level from grades KG to 5.
- Introduced new reading recovery program called "UFLI" at the elementary campus.
- We have two reading recovery teachers to help struggling readers at the elementary level. Based on teacher's feedback and careful analysis of the literacy data, our students' reading levels have improved. Teachers have noticed that with regular reading periods along with positive incentives and support from the reading recovery teachers, the students have moved up in their reading and comprehension levels. We need to take a similar approach at the GNG campus especially for grades 4 to 6.
- Experienced staff designated as "Literacy Learning Leaders" in both campuses. Their job is to attend PD sessions related to literacy and then present the information to the rest of the teachers. Learning Leaders should also host PLC meetings on a biweekly basis to plan and brainstorm ideas together.
- Teachers have attended many webinars on reading such as "Cultivating Readers with Contemporary Text".

Reading Recovery Program for Grades KG to 3: UFLI

This year we are trying a new reading development program designed by the University of Florida Literacy Institute. The University of Florida Literacy Institute (UFLI – pronounced "you fly") is an ongoing effort by UF faculty and students to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development.



Grades 1-3 Core Phonics Survey Color Code:

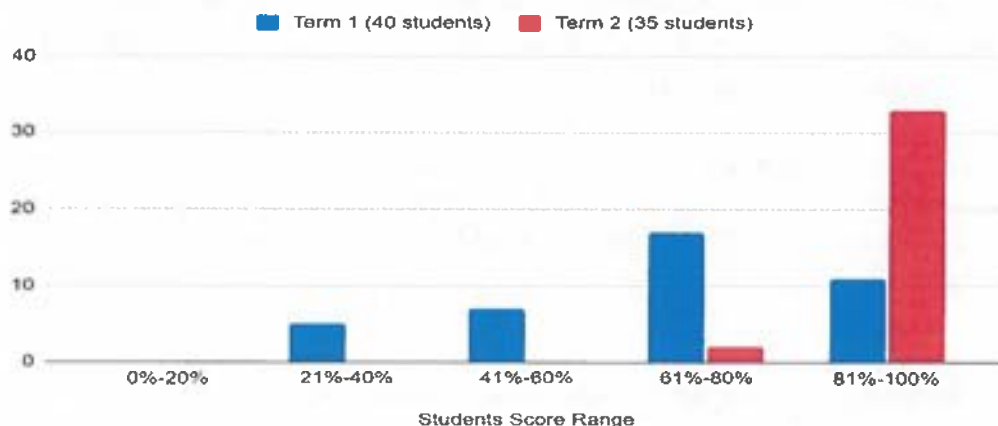
Level #	Level color	Level Details
1	Red	Letter Recognition and Letter Sounds
2	Orange	Short Vowels in CVC words (ex: cat, pet, hut, bit, got, etc.)
3	Yellow	Short vowels and consonant blends words (ex: stop, trap, lamp, mask, etc.)
4	Green	Words with short vowels, digraphs, and -tch trigraph (ex: chop, match, mash, shop, etc.)
5	Blue	R-controlled vowel words (ex: dirt, curb, stern, swirl, etc.)

In Grade 1, students are expected to master Level 1 (Red) and Level 2 (Orange) by the end of the year. Grade 1 students were assessed only on Level 1 (Red) in Term 1.

In Grade 2, students are expected to progress from Level 1 (Red) to Level 3 (Yellow). Since Grade 2 students received their resource classes from the month of January i.e. second term, they are expected to progress from level 1 (Red) to Level 2 (Orange)

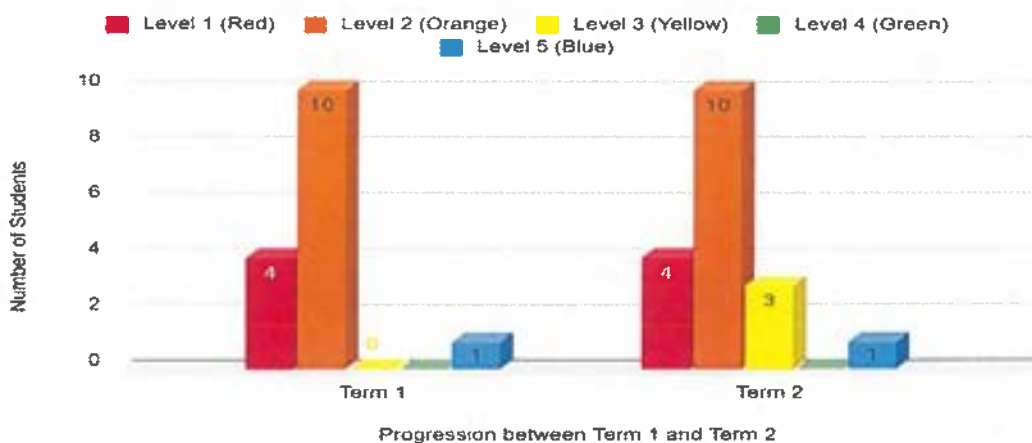
In Grade 3, students are expected to progress from Level 1 (Red) to Level 5 (Blue). Since Grade 3 students started getting their resource classes from the month of January i.e. second term, they are expected to progress from level 1 (Red) to Level 4 (Green).

Term 1 and Term 2 Grade 1 Letter Names/Sounds (Level 1 - Red)



New Students were added between term 1 and term 2

Grade 3 Core Phonics Survey Level Progress (Term 1 and Term 2)



Analysis of the reading recovery program: As shown in the graphs above, students are showing growth with this program. Considering the effectiveness of this program, we will continue using this reading recovery program in the upcoming years.

Strengths Overall and what worked in 2024-2025:

- A significant number of students from Kindergarten to Grade 3 are showing improvement through the **UFLI program**. As this is our first year using the program, we are currently assessing its overall effectiveness.

- It took us nearly the entire year to organize the **CARS and STARS Reading Comprehension Recovery Program** for Grades 4 to 9. CARS and STARS is a powerful combination of assessment and instruction, working seamlessly together to enhance each student's reading comprehension.

This year, our resource teacher implemented the program with struggling students and found it to be highly effective. Looking ahead, we hope to have all of our teachers implement **CARS and STARS** across their classes next year to further support student progress.

Literacy Challenges: What we learned from 2024-2025

The last few years have been a journey of growth, reflection and learning when it comes to literacy development. As we look back, several key challenges emerged, as well as valuable lessons learned that will guide our approach moving forward.

A careful analysis of the F&P testing data shows that significant number of GSS students are reading below grade level, and at least one-third of students are writing below 50% at the division 2 level. Goals need to be set to enhance students' reading fluency, comprehension, and writing skills.

Local Reading Data

Grade	September 2024 Below Grade Level	May 2025 Below Grade Level
4	32%	25%
5	48%	31%
6	66%	55%

Key Analysis of the Local Data:

The number of students performing below grade level increases significantly as they advance to higher grades. One reason for this is not having consistent resources and leveled books for students to improve their reading skills.

It is worth noting that Fountas and Pinnell books make a shift focusing on comprehension more than fluency with the higher levels. Students in grade six require support with comprehension strategies. We have started targeted reading groups this year to support our at risk students and are looking into hiring an additional resource teacher for our EAL students heading into grade seven.

Areas for Improvement in F&P Testing and Reading Comprehension

1. **Inconsistent F&P Testing:** We currently lack consistency in administering the **F&P testing** across the board. To address this, we need to establish a clear system and provide proper training to our teachers to ensure that testing methods are more standardized.
2. **Fluency vs. Comprehension Discrepancy:** There is a noticeable gap between fluency and comprehension in some students. While many demonstrate good fluency in reading aloud, they struggle with understanding and analyzing the text. This suggests the need for a stronger focus on developing deeper comprehension skills that go beyond surface-level reading.
3. **Difficulty with Event Recall:** Even among fluent readers, some students have trouble recalling and summarizing key events from a story accurately. This may be a sign of issues with memory retention or a lack of effective comprehension strategies. We need to address this gap by strengthening memory recall techniques and comprehension strategies.
4. **Challenges with Higher-Level Questions:** Many students struggle with higher-level comprehension questions that require analytical thinking, inference, and synthesizing information. This highlights the need for more explicit instruction in comprehension strategies and critical thinking skills.
5. **Support for At-Risk Students:** Students with significantly low reading levels, who are at risk of falling behind, have been identified and have started receiving more intensive interventions and personalized support as of Term 2. Continued focus on these students will be essential.
6. **Consistency for EAL Students:** Given that most of our students are **EAL (English as an Additional Language)** learners, we must ensure consistency in teaching reading comprehension strategies. While teachers have focused on specific strategies, it remains a challenge to track student progress in applying these strategies and monitoring their overall reading progress. Currently, much of this progress is observed informally, which needs to be addressed for more reliable tracking.

2025-2026 Literacy Plan:

1. **Consistent Implementation of the Cars and Stars Reading Comprehension Program**
 - o Continue to follow the Cars and Stars program, ensuring a comprehensive assessment of students' reading strategies.
 - o Monitor progress and adjust instruction as necessary to meet the needs of individual students.
2. **Explore and Implement an Effective Writing Program**
 - o Research and evaluate writing programs and tools that can enhance students' writing skills.
 - o Consider adopting the "Empowering Writers" program, as recommended by peers, and integrate it into the curriculum.
 - o Provide professional development for teachers on how to use this program effectively.
3. **Host Professional Development (PD) Sessions on Literacy for Teachers**
 - o Organize regular PD sessions focused on literacy strategies, reading comprehension, and effective writing instruction.

- Invite literacy experts to present and lead discussions on best practices.
- 4. **Leverage Book Clubs and Reading Comprehension Strategies**
 - Utilize book clubs as an opportunity to deepen students' engagement with texts and reinforce comprehension strategies.
 - Foster collaborative learning through peer discussions and reflective reading practices.
- 5. **Early Literacy Intervention Groups**
 - Based on the Fountas & Pinnell (F&P) assessment data, identify students in need of additional literacy support.
 - Create targeted literacy intervention groups early in the year, involving resource teachers to provide focused assistance.
 - Monitor progress and adjust interventions as needed.
- 6. **Purchase Guided and Levelled Reading Sets**
 - Invest in high-quality guided and leveled reading sets for classroom use.
 - Ensure that teachers have access to a variety of texts that are appropriate for the diverse reading levels of students.
- 7. **Continue Library Visits Each Term**
 - Maintain the initiative of library visits once every term to encourage independent reading and foster a love for books.
 - Integrate library resources into classroom activities and lesson plans.

Numeracy Goal Grades 4 to 6: Since we did not have PAT data with the new curriculum we conducted in school diagnostic and we able to break the assessment down into strands upon which we found Developing Fluency of Operations(DFO) was an area of struggle for many students. Given that the math curriculum was new last year, these shifts in student learning were anticipated. It will take a few years for full change to occur. The initial step will be to reinforce the foundation by dedicating time, effort, and strategies to enhancing fluency.

Local Math Diagnostic Results

Grade	September 2024 Below 50%	May 2025 Below 50%
4	20%	7%
5	86%	37%
6	77%	45%

Careful Analysis of the data:

Data from Grade 4 suggests that students entering from Grade 3 are generally better prepared academically. This may be partially due to it being their second year working with the new math curriculum, allowing for greater familiarity and continuity in instruction. In contrast, last year was the first year Grade 5 and 6 students engaged with the new curriculum. It is possible that teachers faced challenges in fully covering the required content due to the absence of finalized resources during the initial rollout. As this is the second year with the curriculum, students have shown quite a bit of improvement.

Action Plan - Measures for Implementation in the next three years

Designated Weekly Block for Operations:

- **Action:** Allocate one block per week dedicated purely to operations practice. This block can include:
 - **Guided Practice:** Use visuals, manipulatives, or interactive exercises to explain concepts.
 - **Timed Challenges:** Introduce a timed element to help students practice speed (such as Mad Minutes or other timed activities).
 1. Ensure that each operation is practiced regularly (addition, subtraction, multiplication, and division).
 2. Begin with easy operations and gradually increase difficulty as students build confidence. (Set grade level expectations).
 - **Group Practice:** Pair students in peer groups for collaborative problem-solving and competition.
- **Goal:** Reinforce basic operations through consistent practice.

Centers Focused on Operations:

- **Action:** Set up interactive learning centers that focus on the four operations. Example centers could include:
 - **Flashcards Station:** Use flashcards for timed recall of facts.
 - **Board Games Station:** Implement board games like "Sum Swat" or "Math Bingo". "War" for fun and competitive practice.
 - **Online Practice Station:** Use digital platforms or apps that offer interactive math games focused on operations (mathletics).
 - **Hands-on Activities:** Use manipulatives such as counters, or number lines for tactile engagement.
- **Goal:** Allow students to rotate through these centers to build fluency and reinforce skills in diverse ways.

Grade-Level Benchmarks for Fact Memorization:

- **Action:** Set clear, specific expectations for fact memorization at each grade level and support students in reaching these targets:
 - **Grade 3:** Ensure students memorize multiplication facts for 1, 2, 3 and 4
 - **Grade 4:** Ensure students memorize multiplication facts for 5, 6, 7, 10, and 11 times tables.
 - **Grade 5:** Ensure students know all multiplication facts 8, 9, 10, 11 and 12 times table.
 - **Grade 6:** Ensure students know all multiplication facts 12 times table.
- **Goal:** Establish benchmarks for each grade level and track student progress throughout the year.

Domain: Teaching and Leading – Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Outcome 2: Building relationships with Indigenous peoples

Key Insight from the stakeholders: The board, staff and administrators of Gobind Sarvar feels that we should continue to build good connections with the Indigenous communities, and that we should continue to provide professional learning opportunities for staff. At Gobind Sarvar, we do not have any self identified First Nations, Metis and Inuit students. At Gobind Sarvar, we respectfully acknowledge the vibrant history and culture of Indigenous nations in Canada. We continually seek to learn the traditions and contributions of Indigenous nations of Alberta while committing to moving forward in friendship and collaboration. We also recognize the land, upon which Gobind Sarvar Schools are built. We honor and acknowledge the unique story of this land and continue to work towards strengthening relations with Indigenous communities.

Provincial Measures:

- None – as we do not have self-identified First Nations, Metis and Inuit students.

Local Measures:

- Cultural Activities being held at school to create awareness and appreciation for indigenous cultures/traditions.
- Professional learning sessions held during the year to provide support in learning with First Nations, Metis and Inuit.

Strategies: What was accomplished this year and will continue in the coming years...

This year we dedicated a full day to celebrating the “Orange Shirt Day” at school. Our grade 9 students held presentations and stations which allowed our younger students to visit the stations throughout the day and learn more about the indigenous ways of life and residential schools.

Red Dress Day: Since last year, we have been participating in a Red Dress Day. Red Dress Day, also known as the National Day of Awareness for Missing and Murdered Indigenous Women and Girls, is an annual event observed in many parts of the world, particularly in Canada. This day is a stark reminder of the ongoing issues surrounding gender-based violence. Many activities are held by teachers at Gobind Sarvar to make students aware of Red Dress Day.

Professional Development for Staff: Indigenous Dot Art

As part of our ongoing efforts to promote cultural understanding and inclusivity in education, our teachers participated in a professional development session focused on Indigenous

Australian art, with an emphasis on Dot Art. This traditional art form, which carries deep symbolism and spiritual significance, serves as a powerful medium through which educators can connect with and honor Aboriginal culture.

The session began with hands-on practice, allowing teachers to engage directly with the art form. Through creating their own dot paintings, educators gained an understanding of the meditative and storytelling elements of Dot Art. This activity also encouraged personal reflection, as teachers drew on their own experiences to create connections with the art form.

In addition to the artistic practice, educators explored the cross-curricular opportunities Dot Art offers. They discussed how to incorporate this Indigenous art form into subjects such as visual arts, history, and social studies. Teachers were guided on how to authentically integrate Indigenous perspectives into their teaching, ensuring that they foster appreciation and respect while avoiding cultural appropriation.

The professional development session was more than just an art lesson; it was an opportunity for teachers to gain tools and strategies to deepen students' understanding of Aboriginal culture. By weaving Dot Art into the curriculum, educators can inspire creativity, promote reconciliation, and build stronger, more culturally aware classroom communities.

Ultimately, this initiative aims to equip our teaching staff with the knowledge and skills to create a more inclusive and respectful learning environment, one that honors the rich history and traditions of Indigenous peoples.

Action Plan: What was implemented this year and will continue in the upcoming years

- Land acknowledgement was created for both campuses and is read by students everyday before the assembly and during all special events.
- Celebrate Orange Shirt Day at a large scale next year
- Continue to book Professional Developments sessions for teachers at both campuses.
- Have an elder visit next year
- Purchase books that are written by indigenous authors to expose students to indigenous stories/cultures/traditions
- Make school community and parents aware of the significance of the Orange shirt day.
-





Domains: Student Growth and Achievement, and Teaching and Leading

Key insights from the analysis of most recent observations:

During PLC meetings, support staff and teachers brought forth a concern that students struggle with applying their knowledge/learning. This impacts not only their academics, but also their everyday life.

Comment: All stake holders continue to share the same insight, so we will continue to focus on the outcome listed below.

Key insights from the observations of staff, administration and the board

During our recent in-person engagement with teachers, parents, and the board, a significant issue was highlighted: our students are undoubtedly highly capable and possess a strong foundation of knowledge. However, it was noted that they often struggle to apply this knowledge effectively. This gap in application results in challenges when faced with situations that require critical thinking—such as those found in exams and Provincial Achievement Tests (PATs). As a result, students frequently provide incorrect answers, even when they possess the necessary information.

Outcome 3: Our goal is for students to not only acquire knowledge and skills but also to be able to apply them effectively to real-world challenges, both inside and outside of the classroom. By fostering this ability, students will improve their performance on problem-solving questions in exams, such as the PATs, and become more adept at tackling complex problems. Developing the skill to apply knowledge is essential, as it will not only contribute to their success in school but also equip them with the critical thinking abilities necessary for success in the workplace after graduation.

Modifications to the Outcome Based on This Year's Observations:

In addition to our focus on improving student performance on assessments such as the PATs and exams, we believe it is equally important to provide students with opportunities to engage

in a variety of sports, fine arts, and outdoor activities. These experiences will help build their confidence, increase their comfort with diverse cultures and faiths, and broaden their understanding of diversity.

Looking ahead, our focus will also shift toward teaching students essential life skills. These will include resolving conflicts peacefully, enhancing their critical thinking abilities, learning to express their feelings and emotions more effectively, and becoming empathetic listeners. These skills are vital for developing strong leadership qualities, and we are committed to fostering them in our students over the coming years.

Provincial Measures:

- The percentage of teachers, parents, and students satisfied with the overall quality of education as measured by the AEA survey.
- The Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning as measured by the AEA survey.
- The percentage of students in grades 6 and 9 attaining the acceptable and excellence standard on the English Language Arts PAT, Social Studies, Science and Math.
- Percentage of teachers, parents and students satisfied with the opportunity provided students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- Percentage of parents, teachers and students who are satisfied that students model the characteristics of active citizenship.

Local Measures that we rely on...

- Percentage of students doing well on the PAT and Diploma type questions. Teachers will incorporate PAT/Diploma-like questions into quizzes and tests and mark these tests, particularly focused on whether these questions were answered well.
- The percentage of students that report that they are improving and are less anxious when faced with PAT/Diploma type questions. Student Survey is a self-reflection and shows where students are at.
- Analysis of the diagnostic tests. Incorporate diagnostic tests comprised of real-life examples at the beginning of the school year and then giving them the same test mid year. Analyze the data to see if students are improving/progressing.
- Exams at the end of each term to reflect upon the academic gains made by the students and the topics they struggled with.
- Introducing project-based learning incorporating real life applications-using rubrics. Obtain feedback from teachers and students' experiences.
- Assessing student learning through quizzes, homework, exams, reports and research projects
- Number of outdoor/extracurricular activities offered to students.
- Opportunities provided for students to participate in the contests such as spelling bee, math contests, science fair etc. to enhance their confidence.
- Seva Projects (Giving back to the community) held by the students
- Stem projects to provide hands on learning
- Offer debates to enhance students' critical thinking skills.

Mathletics: Over the past three years, we have made significant investments in Mathletics, which provides a robust platform for reinforcing math concepts. Through Mathletics, teachers can assign specific content and tasks tailored to students' needs, allowing them to practice and enhance their skills. This platform will continue to be a key tool for students in the coming years.

Additionally, this year again, students from Grades KG to 8 participated in "World Maths Day," the world's largest online math competition. Our students competed against peers from around the globe and performed exceptionally well. Notably, our Kindergarten and Grade 1 students secured first place in Canada, and overall, Gobind Sarvar ranked 19th in the global competition.

Reflection: Focus on knowledge and comprehension.

This was the year when our teachers really invested their time into analyzing tests and obtaining information, with the purpose of not just giving a grade to a student but to provide concrete information as to the topics and concepts students have mastered and the topics they struggle with. After receiving this information, teachers reflected on each student's level of achievement to customize their teaching plans. The true purpose of assessment as our teachers are now starting to understand is to gather relevant information about student performance or progress, and to determine student interests to make judgments about their learning process. In addition to this, we also tried assessing students' prior knowledge of the math topic by giving them a pre-test. Teachers found the pre-test quite helpful in determining the topics that require more attention.

Throughout the 2024-2025 school year, numerous activities were arranged to encourage students to apply the knowledge and skills they've acquired in the classroom to real-world challenges both inside and outside of school.

Below is an overview of these opportunities:

School Science Fair:

Each year, we host a School Science Fair to provide students with the opportunity to showcase their knowledge and presentation skills. This event encourages hands-on learning and fosters creativity and problem-solving.

Regional Science Fair:

This year, 10 groups from our school participated in the Regional Science Fair, representing students from Grades 5 to 9. Through this experience, students gained valuable independent learning skills, such as time management, responsibility, organization, and communication. Out of the 10 groups, 3 earned bronze awards, and we are incredibly proud of their achievements.

Math Contests:

Our students participated in the Waterloo Math Contests, engaging in a series of challenging math problems that tested their critical thinking and problem-solving abilities.

Outdoor Excursions/Nature Walks:

Students enjoyed several outdoor excursions this year, including a ski trip, field trips and hikes.

These activities provided students with opportunities to explore nature, develop teamwork, and build resilience.

Basketball Teams:

This year saw an action-packed basketball season. Our senior boys and senior girls teams performed exceptionally well in the league. The senior boys won the playoffs and finished the season proudly. This was also the inaugural year for our junior boys and junior girls teams, and they showcased great promise. It was a busy and exciting season for all involved.

Badminton:

For the first time, we introduced intramural badminton, which was met with great enthusiasm. After-school clubs were also offered to Grade 3 students at the elementary campus, allowing younger students to develop their skills in a fun and supportive environment.

Leadership in Recreation:

High school students had the opportunity to participate in a Leadership in Recreation program. These students developed various leadership skills and took on the responsibility of running intramural activities for younger students, helping them hone their organizational and communication abilities.

Spelling Bee:

The Spelling Bee contest was held for the third time at Gobind Sarvar this year, and our students participated with great enthusiasm. School winners will now move on to compete in the regional Spelling Bee, and we are excited to see their continued success.

Little Falcons Club:

In the month of May, students from Grades 2 and 3 were given the opportunity to participate in a special sports club. Over 140 students joined the club, which was led by our high school students under the guidance of their teachers. These high school students played a key role in coaching and supervising the younger students, helping them develop their athletic skills and teamwork.

The purpose of the club was to foster sportsmanship and improve physical health among the students. In addition, many of our parents took on important roles as team managers, supporting their children and helping to organize the activities. Through this initiative, students not only improved their physical abilities but also learned important lessons in cooperation, leadership, and responsibility.

Adventurous Week at Westwinds Campus:

During Adventurous Week, students stepped away from the standard curriculum to explore topics of interest through hands-on activities. This week is a favorite among students, as it allows them to engage with learning in a creative and exciting way.

Interdisciplinary Projects:

Students from Kindergarten to Grade 7 had the opportunity to participate in interdisciplinary projects. These projects allowed students to apply their knowledge across various subjects, fostering a deeper understanding of how different areas of learning can intersect and complement each other.

Moving forward, it is essential that we continue to build upon the application and analysis aspects of this outcome. Equally important is providing students with even more opportunities to explore diverse interests, allowing them to broaden their horizons and connect their learning to real-world experiences.

Goals for 2025-2026: In the next three years, continue to focus on the application and analysis

- More project based learning
- Super Singhs and Super Kaur's Peacemakers Club – These students will be selected each month and given the opportunity to resolve minor issues before involving a teacher. These students will also get to work closely with a teacher who will guide them and teach them the problem solving skills.
- Drama production – for Junior high/high school students
- Offer fine arts to the high school students
- Offer after school clubs such as arts club, culinary art, sports club etc.
- Introduce PAT questions from grade 3.
- Teaching students different strategies for tests: the technique of elimination, how to understand the question, look at the bolded and italicized questions.
- Indicators of Math: For the outcome, are students able to achieve success based on these indicators from the POS. Using a checklist made for math.
- Assessment criteria are directly linked to curricular outcomes.
- Tasks - Engage students in important skills and ideas and provide evidence that students are meeting curricular outcomes.
- Assessment for learning, not of learning.
- Task is authentic, open minded and offers entry points at a variety of levels.
- Incorporating open ended tasks and inquiry-based learning.
- Interdisciplinary learning across classes.
- Teaching students to learn how to take a test to alleviate test anxiety.
- Continue to start the day with meditation and mindfulness.
- Introduce students to broad programming such as robotics, careers, film studies, animation, speech competitions etc.
- Provide more opportunities for exposure/exploration such as outdoor learning, hikes, camping trips etc. Plan activities that would promote problem solving skills, team building, interacting with others etc.
- Continue to arrange guest speakers and career days.
- At Gobind Sarvar, students are taught on giving back to the community (Seva projects). Provide more opportunities for students to host Seva projects as it allows them to develop leadership skills.
- Continue to invite inspirational people such as this year we were visited by the honorable Education Minister.
- Connect with other schools and allow students to build connections with students from different cultures/background by organizing games and visiting other schools etc.
- Introduce sports like soccer, basketball, skiing from a young age.



Domains: Student Growth and Achievement/ Teaching and Leading/ Governance

Key insights from stakeholder engagement –

During an in-person session with parents, students and staff, the high school students are doing well at Gobind Sarvar. We will continue to keep working hard to ensure that high school students stay connected to their roots, language and culture. Now that we are in the new school building, our high school students seem to enjoy school more. Now that we have more space, in the years to come, more opportunities in terms of electives and CTS courses will be offered to our high school students.

Outcome 4: To prepare high school students for post secondary education by providing a safe, nurturing and spiritually rich environment focused on innovative thinking, self discovery, and holistic growth.

Provincial Measures:

- The diploma results
- The percentage of teachers, parents, and students satisfied with the overall quality of basic education based on the AEA survey
- The percentage of teachers, parents and students satisfied with the opportunity of students to receive a broad program of studies including fine arts, career, technology, and health and physical education based on the AEA survey.
- The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for life long learning based on the AEA survey.
- High school completion rate: the percentage of students who completed high school within three years of entering Grade 10 based on the AEA survey.

Local Measures:

- The percentage of students showing interest in the programs offered.
- In-person student engagement to obtain students' feedback as to whether they feel that they are being prepared for post secondary education.
- High school committee meetings every two weeks to reflect upon how things are going and the changes that need to be made.
- High school completion rate: the percentage of students who completed high school within three years of entering Grade 10.
- Percentage of students and parents satisfied with the basic quality of education based on school surveys.
- Feedback provided by the students on student survey

New Measure added: Number of students getting accepted through the early admissions process at a post secondary institute.

Successes of the last two years:

- We continue to strive our best to offer strong academics program based on inquiry/project-based learning.

- In order to have our students prepared for high school and post secondary education, we need to ensure that our students are responsible toward their studies. To do this, we introduced "Academic Probation" to students in Div. 3 last year. We revised our student assessment policy and now students lose a certain percentage for submitting assignments late unless they have a valid reason. Also, students who received less than 60% on their core subjects received a "Letter of Probation" and were offered extra help to achieve a passing grade. The students were expected to work hard on their part. Meetings were held with parents to make them aware of the academic probation. This has worked very well this year for us and we will continue doing the same next year.
- Students were exposed to a variety of options (CTS/Electives) for exposure such as financial planning, computer science, legal studies, psychology etc.
- Opportunities were provided to develop Leadership abilities (the ability to empower others and be a part in creating positive culture by volunteering at place likes Food bank, Senior homes, Animal Shelters etc.).
- Work experience was offered to students to earn extra credits and develop life-long skills by interacting with others.
- Students were provided with many opportunities to visit several post secondary institutes such as University of Calgary, Mount Royal and SAIT.

Again this Year: The admins and the high school team met with all students/parents in Grades 9, 10 and 11 to make them aware of the courses that students will be taking in their next year of high school. Individual meetings were held with all high school students including the grade 9s who will be entering high school next year. Students were given time before the meetings to brainstorm and think of careers that interests them and search for universities they are interested in applying and the requirements for those universities. Students fill their credit sheets every semester and share their career choices with the admin/guidance counsellor from time to time.

Strategies for the upcoming years:

- Encourage creativity and innovation with technology.
- Continue to offer work experience for students to earn extra credits and develop life-long skills by interacting with others.
- Ensure science labs are equipped with the proper materials for Biology, Chemistry and Physics since most of our students are interested in pursuing Science.
- Assign a teacher for each student so they can discuss their future planning and career choices with them.
- Continue to hold career days and visit post secondary institutes.
- Most importantly – inspire students to follow Sahib Shri Guru Granth Sahib's teachings and stay connected to their Sikh heritage, to become better Sikhs and global citizens.
- Hire experienced high school teachers.
- Host PD sessions specifically for high school teachers.
- Last year, our very first grade 12 class is graduating.
- Offer scholarships to students
- **New in 2024-2025-** To provide our students with exposure to a variety of trades, we have successfully signed a dual credit agreement with SAIT and Bow Valley College. We have completed all the necessary requirements and are currently awaiting approval from Alberta Education. We look forward to offering these valuable skilled trade opportunities to our students soon.

Domains: Student Growth and Achievement/ Teaching and

Leading/Governance/Learning Supports

Key insights from stakeholder engagement:

During an in-person engagement session with the Gurmat staff and the supervising teachers, it was brought to light that our own KG students that attended school in our first year (2017-2018) are going to Grade 7 and therefore they have the basic foundation needed to read, write, listen and speak Punjabi/Gurmukhi. In the past years, students have struggled learning Punjabi/Gurmukhi especially in Div. 2/3 as they did not have much prior knowledge of the Punjabi language as they all came from different schools. However, this is changing, as our own KG students are currently in middle school and therefore they have the basic foundation needed to read, write and speak Gurmukhi.

Outcome 5: Majority of students by Grade 5 will be able to read and understand short passages in Gurmukhi. By Grade 6, students will be able to apply this knowledge to read Sikh scriptures such as Japji Sahib.

Reflection: Have we met the outcome/goal?

- Goal for 2024-25 – School Year - 70% of students will be able to read a 4-5 sentence passage independently. 68% of students can orally answer reading comprehension questions using the 5 Ws (who, what, when, where, why, how).
 - About 68% of students from Division 2-3 (Gr. 4-9) are able to read a 4-5 sentence story in Gurmukhi.
 - As the percentage states, the students have not met the goal, but have come close to it. Students are easily able to read sentences for each matra (for example, sentences with only mukta or only kanna). Students, however, are still learning to work on reading with mixed matra. We are planning to focus on this more next year.

Strategies that were used in order to reach this goal:

Gr. 4 - 9 Strategies

- Pre-Assessment of students' Gurmukhi level is completed at the beginning of the school year to determine which level students are starting the school year from.
- In Level 2, students receive short passages to read in Punjabi based on their level.
- Students also received a Gurmukhi Phonics chart to support them when they are reading unfamiliar passages.
 - Level 3 and above (grades 7-9) do Gurbani Santhya (where they learn to read Gurbani fluently).
- An emphasis is placed on regularly reviewing and practicing Gurmukhi phonics (Muharni).
- Students have mini-reading quizzes to periodically check if they are reading the passages with accuracy.
- Students are also assessed on their reading fluency.
- Students also read together in groups. Helping one another with reading difficult words.
- Parents are also encouraged to read with their child in Punjabi. Short stories are given to students to read with their families.
- Gurmukhi reading passage "benchmark" assessments based on Gurmukhi phonics are done twice a year.

Other Strategies that were used:

- **In Term 1, for Level 1**, we focused on Gurmukhi Painti where students practiced writing and reading each Akhar in detail.
 - For example, we started with the recognition of the letters. First, students were taught how to recognize each letter with its shape and sound, and using pictures to understand each letter. Secondly, students learnt and practiced how to write those letters. Students showcased their learning with a test.
 - This process was completed with all the letters of Painti.
 - Various types of games, activities and flashcards were used to help students with their learning.
- **In Term 1, for Level 2**, we focused on delving into the importance of Muharni where students practiced writing and reading each Matra in detail.
 - For example, we started with Mukta. First, students were told which letters are used and not used with Mukta. Secondly, students learnt and practiced many Mukta words with visuals. Students also learnt where to use each Matra, and showcased their learning with a test.
 - This process was completed with all types of Matra: for example Mukta, Kanna, Sihari, Bihari, etc.
 - A Muharni Chart was used to help students practice Muharni.
 - Throughout the year, students were also taught important vocabulary. They learnt how to write, read, and recognize this vocabulary, and were assessed through bi-weekly spelling tests.
 - For example, the words were based on recent learning in class, such as Mukta, and Kanna words.
- **Starting in Term 2**, Level 3 students started Gurbani Santhya, where they started learning and practicing the proper pronunciation of Gurbani words.
- **In Term 3**, students had the opportunity to participate in the grade levels and school-wide Gurmukhi Spelling Bee Competition.
 - Students received a list of 135 Gurmukhi words with their English translations.
 - Students had time to practice reading and reciting the spelling words at home and in-class. This has improved their Punjabi pronouncing skills and vocabulary.
 - o Doing frequent read-alouds using Punjabi fables and myths.
 - o Practice reading passages and analyzing unfamiliar vocabulary.
 - o Advanced students have read essays, stories, and poems in Gurmukhi and practiced answering questions in order to improve their reading comprehension.

In Term 3, in Gurmat, students learned about the Five Vices.

- This included how we go under their control, what happens, and how to get out of the Vices.
 - The students were given a reflection project on the Five Vices, where they displayed their learning and personal experience with the Five Vices, and how to conquer them.
- In Gurmat, throughout the year, the students learned about various Sikh personalities, such as Baba Deep Singh Ji, Bhai Nand Lal Ji, Bhai Taru Singh Ji, and Bibi Rajni Ji. They

showcased their learning through personal reflections, and were assessed on their learning through tests.

- In Kirtan, students learned new hymns on the instruments for various special Gurpurab events, where they performed those hymns.

New Goal for Next School Year and Strategies:

- **2025-26 – School Year** - 70% of students will be able to read a 4-5 sentence passage independently with mixed matra. 70% of students will be able to write 3-5 simple sentences about a given topic.
 - Strategies: all of the above strategies will be used and including the below strategies:
 - Teaching sentence formation in Gurmukhi.
 - Gurmukhi grammar (nouns, verbs, tense etc.).
 - Using picture prompts to write sentences.
 - Students are able to copy words with increasing accuracy, and then move on writing patterned sentences with support and eventually independently.
 - Rearranging a group of given words to make a sentence that makes sense.
 - Matching vocabulary and meanings.
- **2026-27 - School Year** - 75% of students will be able to read a small paragraph related to matras independently. 75% of students will be able to write 3-5 simple sentences about a given topic.
 - Strategies: all of the above strategies will be used and including the below strategies:
 - Teaching sentence formation in Gurmukhi.
 - Gurmukhi grammar (nouns, verbs, tense etc.).
 - Using picture prompts to write sentences.
 - Students are able to copy words with increasing accuracy, and then move on writing patterned sentences with support and eventually independently.
 - Rearranging a group of given words to make a sentence that makes sense.
 - Matching vocabulary and meanings.
 - An emphasis on proper paragraph formation.
- **2027-28 - School Year** - 80% of students will be able to read a short to medium paragraph related to matras independently. 70% of students will be able to write a paragraph about a given topic.
 - Strategies: all of the above strategies will be used and including the below strategies:
 - Teaching sentence formation in Gurmukhi.
 - Gurmukhi grammar (nouns, verbs, tense etc.).
 - Using picture prompts to write sentences.
 - Students are able to copy words with increasing accuracy, and then move on writing patterned sentences with support and eventually independently.
 - Rearranging a group of given words to make a sentence that makes sense.
 - Matching vocabulary and meanings.
 - An emphasis on proper paragraph formation.

Assessment Procedures/Strategies:

- In the beginning of the year, students complete Gurmukhi Pre-Assessments to gauge their knowledge of Gurmukhi phonics and reading. Students are then placed into groups that are at their ability level.
- Throughout the year, students are assessed using a Gurmukhi Rubric which assesses where a student is in terms of their Gurmukhi reading, writing, listening and speaking skills. At the end of each term, based on the assessments conducted, students may move up/down in their Gurmukhi leveled groups based on their performance in the assessments.
- The specific assessments completed throughout the year focus on the different concepts that were taught. For example, after learning how to write sentences, advanced students were

assessed on this. Advanced students were also assessed on reading comprehension, for example, where a passage was given and students then answered a variety of questions: fill in the blanks, matching, short answer, and long answer.

- In order to incorporate differentiation, some students were assessed using matching, labeling, and connecting the dots, rather than reading entire passages (as some had difficulty with this). Some students were also assessed using multiple choice questions rather than short answer questions, and a huge improvement was seen.
- A reading assessment which covered reading passages, Gurmukhi sight words and Gurmukhi phonics will be done twice a year. One reading test is done in the middle of the school year, and one reading test is done towards the end of the school year. Reading tests have been developed for each level in Gurmukhi (Level 1, 2, 3). Students are tested on Gurmukhi letters, letter sounds, phonics, basic sight words for each vowel taught, and sentences/passages.

Update on Grades KG to 3 – Westwinds Campus

Reflection: Have we met the outcomes/goals?

Grade 3 Goals	
1.	60% of students will be able to spell 3-4 letter words with mixed vowels.
2.	55% of students will be able to write 2-3 simple sentences (3-5 words) independently using a picture prompt.
a.	Strategies:
i.	Consistent spelling tests will be administered
ii.	Teaching vocabulary
iii.	Practicing to use these words in simple sentences
iv.	Students will be provided with sentence starters, word banks, and picture prompts to help them practice writing simple sentences!
Reflection (May 2025):	
1.	61% of students will be able to spell 3-4 letter words with mixed vowels.
a.	This indicates that we have reached our goal.
2.	46% of students will be able to write 2-3 simple sentences (3-5 words) independently using a picture prompt.
.	This indicates that we are close to our goal, but still need to work towards students writing simple sentences independently.

Grade 2 Goals

<ol style="list-style-type: none"> 1. 60% of students will be able to write and read Mukhta and Kana 3-4 letter words. 2. 55% of students will be able to spell 3-4 letter words with mixed vowels. <p>a. Strategies:</p> <ol style="list-style-type: none"> i. Students will take the time reading/blending words each lesson ii. Consistent spelling tests will be administered iii. Students will have a strong understanding of the mixed vowels iv. Incorporating vocabulary into the lessons
--

Reflection (May 2025):

<ol style="list-style-type: none"> 3. 53% of students will be able to write and read Mukhta and Kana 3-4 letter words. <p>a. This indicates that we are close to our goal, but need to continue to focus on students reading and writing 3-4 letter words.</p> <ol style="list-style-type: none"> 4. 39% of students will be able to spell 3-4 letter words with mixed vowels. <p>. This indicates we did not reach our desired goal. It is important for us to plan more time in our lessons for spelling 3-4 letter words.</p>
--

Grade 1 Goals

<ol style="list-style-type: none"> 1. 60% students will be able to recite all letter names and sounds of Gurmukhi Alphabet (Penti). 2. 55% students will be able to write and read 2-3 Mukta letter words <p>a. Strategies:</p> <ol style="list-style-type: none"> i. Students will take their time with learning the Gurmukhi Alphabet - through art, hands on activities, and practicing printing ii. Students will participate in on-going assessment for the Penti iii. Students will do whole-group practice of reading and spelling Mukta words
--

Reflection (May 2025):

<ol style="list-style-type: none"> 1. 81% students will be able to recite all letter names and sounds of Gurmukhi Alphabet (Penti). <p>a. This indicates that we have reached our goal!</p> <ol style="list-style-type: none"> 2. 52% students will be able to write and read 2-3 Mukta letter words <p>. This indicates that we were really close to reaching our goal.</p>
--

Kindergarten Goals

<ol style="list-style-type: none"> I. 60% students will be able to recite and write all letter names and sounds of the Gurmukhi Alphabet (Penti). a. Strategies: <ol style="list-style-type: none"> iv. Students will take their time with learning the Gurmukhi Alphabet - through art, hands on activities, and practicing printing
Reflection (May 2025):
<ol style="list-style-type: none"> 3. 77% students will be able to recite and write all letter names and sounds of the Gurmukhi Alphabet (Penti). a. This indicates that we have reached our goal!

Strategies that were used in order to reach these goals:

KG - Gr. 3 Strategies
<ul style="list-style-type: none"> • The Gurmat team has made the effort to implement more assessments and regular check-ins within each topic to gather what students are understanding. • The Gurmat Team is doing on-going formative assessments by taking small groups. • Taking the time to ask comprehension questions with the students after each Sakhi (story). • In the Gurmukhi lessons teachers always make sure to practice writing simple sentences by either providing students with sentence starters or sounding out each word together. • We are implementing vocabulary with students as well by teaching them the definition and applying it into our lessons. • In Kirtan, students read the shabads to help them memorize the Gurbani Line. Students have also memorized 5 Puaris of Japji Sahib through singing which promotes their pronunciation. • Students have been practicing new Dharna lines for the morning assembly. This has helped students with comprehension as well! • Pre-Assessment of students' Gurmukhi level is completed at the beginning of the school year to determine which level students are starting the school year from. • Students are provided with pages to read from their Gurmukhi books which are completed in class. • Students are also provided with mini flip books to practice reading simple sentences at home. • Students also received a Gurmukhi Muharni chart to support them when they are reading unfamiliar words/simple sentences. • An emphasis is placed on regularly reviewing and practicing Gurmukhi phonics (Muharni). • At the end of the school year, students are provided with a Gurmukhi reading booklet to practice with their parents/guardians. • Students participate in I do, you do, we do when reading new words/simple sentences. • Incorporated more hands-on activities to increase student engagement. • Students participated in Gurmukhi Spelling Bee to support their spelling skills (K-3). • Reorganized the Gurmukhi Long Range Plan to make sure students are grasping the foundational skills of the Penti (K-1).

New Goals for Next Three Years and Strategies:

- **2025-26 - School Year:**
 - **Grade 3 Goal**
 - 1. 70% of students will be able to read 3-4 letter words with mixed vowels.
 - 2. 60% of students will be able to write 2-3 simple sentences (3-5 words) independently using a picture prompt.
 - **Strategies:**
 - Consistent spelling tests will be administered
 - Teaching vocabulary
 - Practicing to use these words in simple sentences
 - Students will be provided with sentence starters, word banks, and picture prompts to help them practice writing simple sentences!
 - **Grade 2 Goal:**
 - 1. 70% of students will be able to write and read Mukhta and Kana 3-4 letter words.
 - 2. 60% of students will be able to spell 3-4 letter words with mixed vowels.
 - **Strategies:**
 - Students will take the time reading/blending words each lesson
 - Consistent spelling tests will be administered
 - Students will have a strong understanding of the mixed vowels
 - Incorporating vocabulary into the lessons
 - **Grade 1 Goal:**
 - 1. 70% students will be able to recite all letter names and sounds of Gurmukhi Alphabet (Penti).
 - 2. 65% students will be able to write and read 2-3 Mukta letter words
 - **Strategies:**
 - Students will take their time with learning the Gurmukhi Alphabet - through art, hands on activities, and practicing printing
 - Students will participate in on-going assessment for the Penti
 - Students will do whole-group practice of reading and spelling Mukta words
 - **Kindergarten Goal:**
 - 1. 70% students will be able to recite and write all letter names and sounds of the Gurmukhi Alphabet (Penti).
 - Students will take their time with learning the Gurmukhi Alphabet - through art, hands on activities, and practicing printing
- **2026-2027 - School Year**
 - *Strategies will stay the same, unless next year we see we may need to make any changes.*
 - **Grade 3 Goal**

- 1. 80% of students will be able to read 3-4 letter words with mixed vowels.
 - 2. 75% of students will be able to write 2-3 simple sentences (3-5 words) independently using a picture prompt.
 - **Grade 2 Goal:**
 - 1. 80% of students will be able to write and read Mukhta and Kana 3-4 letter words.
 - 2. 75% of students will be able to spell 3-4 letter words with mixed vowels.
 - **Grade 1 Goal:**
 - 1. 80% students will be able to recite all letter names and sounds of Gurmukhi Alphabet (Penti).
 - 2. 75% students will be able to write and read 2-3 Mukta letter words
 - **Kindergarten Goal:**
 - 1. 80% students will be able to recite and write all letter names and sounds of the Gurmukhi Alphabet (Penti).
- **2027-2028 - School Year**
 - *Strategies will stay the same, unless next year we see we may need to make any changes.*
 - **Grade 3 Goal**
 - 1. 85% of students will be able to read 3-4 letter words with mixed vowels.
 - 2. 80% of students will be able to write 2-3 simple sentences (3-5 words) independently using a picture prompt.
 - **Grade 2 Goal:**
 - 1. 85% of students will be able to write and read Mukhta and Kana 3-4 letter words.
 - 2. 80% of students will be able to spell 3-4 letter words with mixed vowels.
 - **Grade 1 Goal:**
 - 1. 85% students will be able to recite all letter names and sounds of Gurmukhi Alphabet (Penti).
 - 2. 80% students will be able to write and read 2-3 Mukta letter words
 - **Kindergarten Goal:**
 - 1. 85% students will be able to recite and write all letter names and sounds of the Gurmukhi Alphabet (Penti).

Successes of this year: Strategies that were used this year to spark students interest:

- In Term 3, students had the opportunity to participate in grade levels and school-wide Gurmukhi Spelling Bees at both campuses
 - Students received a list of Punjabi words based on their Gurmukhi level.
 - Students had time to practice reading and spelling words aloud both in class and at home.
 - Students were also given assignments in which they used their given Spelling list to create sentences and also find the meaning of the words in English.

- After about a month, students participated in a Spelling Bee in their individual classrooms. Those who won the spelling bee went on to do a grade-level/division level Spelling Bee.
- This school-wide activity gave all students the opportunity to improve their Gurmukhi reading skills while having a friendly competition with their peers.

Assessment Procedures/Strategies:

- In the beginning of the year, students complete Gurmukhi Pre-Assessments to gauge their knowledge of Gurmukhi phonics and reading. Students are then placed into groups that are at their ability level.
- Throughout the year, students are assessed using a Gurmukhi Rubric which assesses where a student is in terms of their Gurmukhi reading, writing, listening and speaking skills. At the end of each term, based on the assessments conducted, students may move up/down in their Gurmukhi leveled groups based on their performance in the assessments.
- A reading assessment which covered reading passages, Gurmukhi sight words and Gurmukhi phonics will be done twice a year. One reading test is done in the middle of the school year, and one reading test is done towards the end of the school year. Reading tests have been developed for each level in Gurmukhi (Level 1, 2, 3, 4). Students are tested on Gurmukhi letters, letter sounds, phonics, basic sight words for each vowel taught, and sentences/passages.



WAYS TO ACCESS THE THREE-YEAR PLAN:

- POSTED ON THE GOBIND SARVAR SCHOOL WEBSITE:
- www.gscalgary.com
- A COPY HAS BEEN SHARED WITH ALL STAFF MEMBERS
- A LINK HAS BEEN SHARED WITH PARENTS/GUARDIANS IN THE SCHOOL NEWSLETTER AND ON CLASS DOJO
- AN ELECTRONIC COPY HAS BEEN EMAILED TO MR. HENRY ZONDERVAN

BUDGET: GOBIND SARVAR'S RECOMMENDED BUDGET CAN BE ACCESSED FROM THE SCHOOL WEBSITE - GSCALGARY.COM.
SEE THE ATTACHED LINK TO ACCESS THE BUDGET.

Link: [Budget Report final copy 2025-2026.pdf](#)



