

# Gobind Sarvar School

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## THE EDUCATION PLAN 2024-2027



**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. MANJIT SINGH VIRK  
SECRETARY ASSISTANT – MR. GURVINDER SINGH BHINDER

**STAFF MEMBERS**

KINDERGARTEN A: MRS. AMRITPAL KAUR  
KINDERGARTEN B: MRS. ANKITA SINGH  
KINDERGARTEN C: MRS. GULNAZ GHAFOR  
KINDERGARTEN D: MS. PRIYANKA JOSHI  
KINDERGARTEN E: MR. SANTOSH KUMAR  
KINDERGARTEN F: MRS. PARMINDER SANDHU  
GRADE 1A: MISS SIMRAN SULL  
GRADE 1B: MS. SHONTEL KIVLEHAN  
GRADE 1C: MRS. AAISHA ASHRAF  
GRADE 1D: MS. CLARA BRUSE  
GRADE 1E: MS. LORNA BRINSTON  
GRADE 2A MRS. RAMANDEEP VERMA  
GRADE 2B: MR. DAVID MCINSTOSH  
GRADE 2C: MS. JENNIFER PAKE  
GRADE 2D: MRS. GURMEET KAUR  
GRADE 2E: MRS. JASMEET SETHI  
GRADE 3A: MS. VANESSA LEE  
GRADE 3B: MRS. RAMAN KAUR  
GRADE 3C: MR. INDY SEBASTIAN  
GRADE 3D: MS. SOURAYA TOURAYA  
GRADE 4A: MRS. AMMARA MIRZA  
GRADE 4B: MS. SARAH LE  
GRADE 4C: MISS MANJOT SULL  
GRADE 4D: MS. MICHELLE CHEVERIE  
GRADE 4E: MS. REETGAGAN ATWAL  
GRADE 5A: MRS. NAVGEET SANDHU  
GRADE 5B/PE: MISS SIMRAN KHANGURA  
GRADE 5C: MS. MICHELLE LIN  
GRADE 5D: MS. MEHAK GREWAL  
GRADE 6A: MR. YOUNGHOON LEE  
GRADE 6B: MR. JASWINDER CHEEMA  
GRADE 6C: MRS. SHWETA SHARMA  
GRADE 7: MS. CHARLOTTE MACLELLAN  
GRADE 8: MS. FAUZIA AKHTER  
GRADE 9/PE: MR. TIM KURRY  
GRADE 10: MS. AMANDA MCGUIRE  
GRADE 11: MR. SIMON HABOT  
GRADE 12: MR. NICHOLAS ENG  
RESOURCE/MUSIC TEACHER AT WESTWINDS CAMPUS: MISS GAYATHRY CHAKRAVARTHI  
ELL COORDINATOR/GRADES 2/3 RESOURCE TEACHER: MRS. SUPRIYA BASSI  
ELL COORDINATOR/EAL SPECIALIST: MS. RACHEL NAVIDA  
GURMAT AND GURMUKHI GRADES KG TO 1: MRS. MANDEEP KAUR  
GURMAT AND GURMUKHI GRADES 2 TO 3 INSTRUCTOR: MRS. RAJINDER KAUR  
GURMAT/GURMUKHI GRADES 4 AND 5 – MRS. GURPREET GREWAL  
GURMAT/GURMUKHI AND GURMAT SANGEET INSTRUCTOR GRADES 6 TO 9: DR. RAJAN KAUR  
KIRTAN INSTRUCTOR – MR. RAM SINGH  
GURMAT SANGEET GRADES KG TO 1: MR. MANDEEP SINGH

GURMAT SANGEET GRADES 2 TO 3: MR. SHAMINDER SINGH  
SECRETARIES: MRS. MANPREET RANDEV, MRS. MANINDER KAUR, MRS. JEEVANJOT KAUR, MRS. PALAKPREET KAUR,  
MS. MAVIE  
ADMINISTRATIVE SECRETARIES: MRS. HARINDER KAUR, MRS. ABHA SHUKLA  
VICE PRINCIPAL WESTWINDS CAMPUS: MRS. BINDU DHIMAN  
VICE PRINCIPAL GURU NANAK GATE CAMPUS: MRS. ANNA PEPPER  
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, 2024 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 2024/2027 on May 28<sup>th</sup>, 2024.

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, 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
- By building a strong connecting with Donna Ross from Calgary Regional Consortium. Donna brings passion and a deep knowledge of First Nations, Métis, and Inuit histories, the impact of residential schools, and the infusion of Indigenous ways of knowing into Alberta curriculum and organizational culture.
- Through specific events and activities to engage stakeholders such as Social Fair/special eventsreligious events held this year. The school committee, administrator, the staff of Gobind Sarvar remains committed to improving and increasing stakeholder engagement.

## **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.

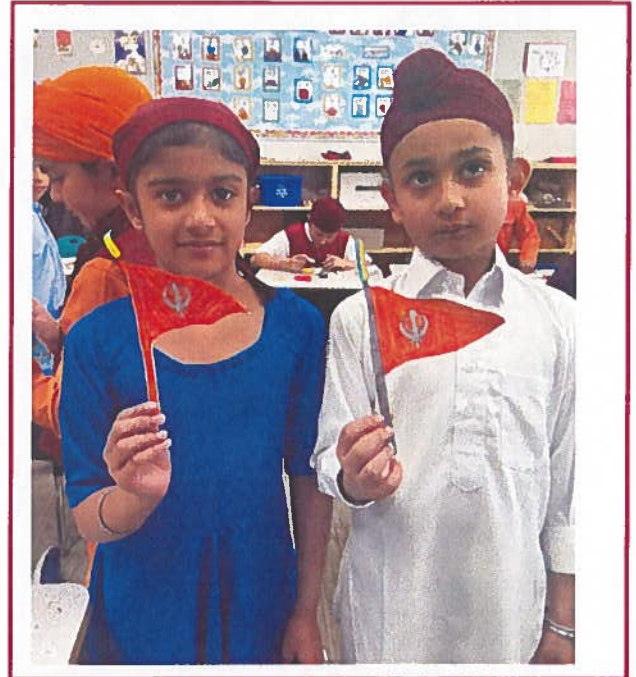
**At Gobind Sarvar, we believe in:**

- 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 (22 classes) will be at the Guru Nanak Gate Campus.

**New school building 2023-2024 and the two campuses:** We got the occupancy of phase 1 (3<sup>rd</sup> floor) of the new school building in 2023 and transferred Grades 4 to 11 there in the 2022-2023 school year. Occupancy of the 4<sup>th</sup> floor took place this year in spring (2024) and grades 6 to 12 are now making use of this floor with an abundance space to study. Soon the construction of phase 2 will begin. This will provide us access to many more classrooms to serve our community at large. The anticipated completion date for this building will be 2027. The elementary school is now known as the Westwinds Campus which is serving the KG to 3 students.

**Enrolment Projection** – In the 2024-2025 school year, we will be accommodating approximately 504 students at the elementary campus (KG to 3) and Grades 4 to 12 (Junior High/High School campus) with the enrolment projection of 516. In the 2025-2026 – the projections are close to 506 (KG to 3), and 622 (Grades 4 to 12). Enrolment Projections for the 2026-2027 – Westwinds Elementary Campus (507), Guru Nanak Gate Campus (722).





## **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 2022-2023 reflects that 84.8% of our students achieved the acceptable standards and 16.8% students achieved the excellence standards. Our grades 6 and 9 students overall performed very well in acceptable and standards of excellence as compared to the province.

**Careful Analysis of the Grade 6 PATs Data:** It is also noticeable that the “Standards of Excellence” for Language Arts and Math are slightly lower than the province for 2023. We have done exceptionally well in Social Studies and Science for “Acceptable Standards” and the “Standards of Excellence”, and we are quite proud of these results. Since most of our students are EAL, it has been noticed that they struggle with understanding and comprehending questions and vocabulary at times. Our students are strong in Math in terms of number sense and computation; however, they struggle with word problems.

**Goal for the upcoming year for Grade 6: Set goals to improve percentage of students achieving “Standards of Excellence” for Language Arts from 4% to 10%.**

**Careful Analysis of the Grade 9 PATs Data:** This is our second year that our students participated in the Grade 9 PATs and we are quite pleased with the performance of our students. Our students scored higher than the province in the “Acceptable Standards” for all subjects. “Standards of Excellence” for Math and Science are much higher than the province. Social Studies subject is an area of concern. As per students observations, our students struggle a great deal with the vocabulary used in Social Studies. Steps were taken last year by teachers to enhance and increase students’ vocabulary. We also need to set goals on developing students’ critical thinking skills. Our students also scored quite low in the writing portion of the ELA. We definitely need to set goals to improve students’ writing skills.

**Goals for the upcoming year for Grade 9 – Set goals to improve percentage of students achieving “Standards of Excellence” for Language Arts from 8% to 15%. Set goals to improve, percentage of students achieving “Acceptable standards” for social studies from 72% to 75% and “Standards of Excellence” for Social studies from 12% to 15%.**

**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 an in-person engagement session, stakeholders were provided with key insights from the analysis of data. After carefully analyzing the PAT’s data and from the observations of the teachers, we concluded that **reading fluency and reading comprehension** continue to be areas of struggle for our students. For example, our students did well on the Number Sense and the computational part of Math, but not on the problem solving as they could not comprehend what the question was asking. Due to the lack of vocabulary and comprehension skills, students

struggled with comprehending and creating stories/essays for ELA. Students also struggled on the Social Studies for similar reasons. We would like to see an increase in students achieving the excellence standards especially for ELA and Social Studies. **There was wide agreement among all stakeholders that reading and writing continues to be a priority at our school. It is to be noted that our students' first language is Punjabi and therefore the majority of our students are EALs.**

#### **Numeracy, CC3 and LeNS Data for 2023-2024 – Grades 1 to 3**

Grade	Numeracy		CC3		LenS	
	At Risk %	Not At Risk %	At Risk %	Not At Risk %	At Risk %	Not At Risk %
Gr. 1	36%	64%	24%	76%	34%	66%
Gr. 2	20%	80%	8%	88%	45%	55%
Gr. 3	11%	89%	12%	88%	N/A	N/A

**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 the Literacy program to address CoVID19 Learning Loss. 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 examining the Numeracy data, it becomes evident that there is a consistent trend of decreasing proportions of at-risk students as they advance to higher grade levels. Specifically, the percentage of students deemed at risk diminishes as they transition from lower to higher grades.

**CC3 Analysis:** The data presented in the table highlights a notable trend regarding students' blending and reading abilities across different grade levels. Specifically, it indicates that students in Grade 1 encounter more challenges when it comes to blending and reading CC3 words compared to their counterparts in Grade 2 and 3. This observation is further supported by the decreasing percentage of at-risk students as we move from Grade 1 to Grade 3. The decline in the percentage of at-risk students suggests that a positive developmental trajectory in students' blending skills as they progress to higher grade levels. In other words, it implies that students tend to enhance their proficiency in blending and reading words as they advance through the educational system.

**LenS Analysis:** Upon examining the data from Grades 1 and 2, a significant disparity emerges in the number of students being assessed on letter sounds. It should be noted that there is a higher proportion of students undergoing testing on letter sounds in Grade 1 compared to Grade 2. This discrepancy suggests a progressive enhancement in students' abilities to recognize letters, digraphs, and blend sounds as they advance to the next grade.



## **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.

### **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.
- 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.
- 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 are going to remain the same for the upcoming school years (2024-2027). It is evident from the meetings held during PLCs (especially in Term 2 and 3) that teachers feel lack of training/consistency when assessing their students on Fountas and Pinnell. Some discrepancies have also been observed when analyzing the F&P data as well. We need to hold PDs to teach teachers how to properly administer the testing and in addition, how to analyze the F&P data. We will be looking into arranging PD sessions in the upcoming school year to teach newly hired teachers.

**Strategies: Strategies implemented this year (2023-2024) and will continue in the upcoming years...**

**For Grades 1 to 9:**

- Continue to perform Fountas and Pinnell leveled reading tests three times a year to obtain the local data.
- For KG to 3 – continue using the phonics wall Phonics Wall. The Phonics wall is posted in all classrooms and is used as a guide by teachers to teach phonics/sounds.
- Continue to introduce students to short reading comprehension passages from Grade 1 to build their comprehension skills.
- Continue to set literacy goals for all classes at the beginning of each school year.
- Continue to encourage home reading and set contests for the class that reads the most books on RAZ-Kids.
- Continue to focus on test taking skills and closing curricular gaps.
- Continue to provide opportunities for teachers to hold meetings at Grade levels, focused on Literacy once a month.
- Continue to organize professional development opportunities for teachers on reading strategies, Balanced Literacy Approach, and Fountas and Pinnell testing.
- Vocabulary – Each month teachers are encouraged to focus on teaching the vocabulary words from each subject relevant to the concepts being taught. These words will be posted in the classroom and utilized by teachers in their vocabulary on a regular basis.
- Continue to have struggling students pulled out by a resource teacher for extra literacy support.
- Levelled reading sets purchased from Fountas & Pinnell for KG to Grade 2 with the learning loss funding. This year, we also created “Library on Wheels” for Grades KG to 3 and it is going really well.
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**Grades 4 to 9 – Reading Comprehension and Critical Thinking Skills - Main focus**

- Begin PAT preparation at the beginning of the year to alleviate test anxiety and to prepare students for the tests. Continue to give PAT Practice tests to students on a regular basis. Continue to focus on test taking skills and closing curricular gaps.
- Build a morning routine where all classes start off their ELA classes with reading comprehension passages and critical thinking types of questions.
- Grades 4 to 6 teachers to model through read alouds how to apply the reading comprehension strategies and then through reading buddies, encourage students to apply the strategies taught by the teachers while reading with a buddy or reading independently.
- Make a list of comprehension strategies taught from Grades 4 to 9. One strategy per month.
- Analyze F&P data and form 4 groups based on students' reading levels so that targeted support can be provided to struggling students. Book clubs can be used by the resource teachers to enhance students fluency and comprehension skills.

April Reading Groups				
Critical Need Group (Level A) <b>Literacy Intervention Provided</b>	READING GROUP 1 (Level B) <b>Literacy Intervention Group</b>	READING GROUP 2 (Level C)	READING GROUP 3 (Level D)	READING GROUP 4 (Level E/F/G/H)

**Action Plan/Strategies for 2024-2027:** - In addition to F&P – continue to Administer the CC3 and LENs Alberta Education Authorized tests to monitor student progress.

- Purchase guided reading sets for class libraries. Consistency is very important for EAL students. We think that it would be highly beneficial for our students to have access to leveled reading books based on F&P assessment benchmark system.
- Grades 3 and up – Reading Comprehension Strategies must be posted in all classroom so that all teachers can rely on and encourage students to use them even during other subjects such as Math, Science and Social Studies.
- This year Grades 1 to 8 again participated again in the “Canada National Spelling Bee contest”. Our students really enjoyed the contest. Three students from our school will be participating in the regional Spelling Bee for the second time this school year. The valuable learning outcome of Spelling Bee results in students gaining competency with their vocabulary and this allows them to excel at reading and writing.
- Continue to hire trained teacher assistants to support teachers and struggling students
- Encourage staff to utilize the leveled reading books and inquiry-based book clubs for older students. Our focus will be to fully utilize these resources as they contain leveled books for students and would help them to read with fluency and improve their comprehension skills. Additionally, they allow students to hold discussions and discuss their responses with each other which we assess (speaking and listening) on the EAL benchmarks.
- Consider having reading recovery teacher for Grades 4 and up at the GNG campus as the students at elementary campus have shown improvement with the rigorous support given by the Reading Recovery Teachers.
- Implementation of the new KG to 6 curriculum for English Language Arts and Mathematics. Arrange learning opportunities for staff to understand the expectations of the new curriculum. Calgary Consortium has been contacted to organize PD sessions in the upcoming school year.
- Teachers will continue to set SMART goals each year based on the needs of their students. Goals will be reflected upon three times a year to see if they should be modified or changed!
- Buy levelled books for division 2 and establish a learning commons at the GNG campus.

**New in 2024-2025** - Cars and Stars Reading comprehension program for Grades 4 to 8 did seem to work. CARS and STARS is a powerful combination of assessment and instruction that works effectively together to improve every student's reading comprehension. By focusing on 12 core strategies, CARS and STARS gives students the essential tools they need to improve their reading comprehension skills. We need to use this program consistently in all grades.

#### **Comments on the 2023/2024 “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 “Road to Reading” last school year (description given below).



- 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".

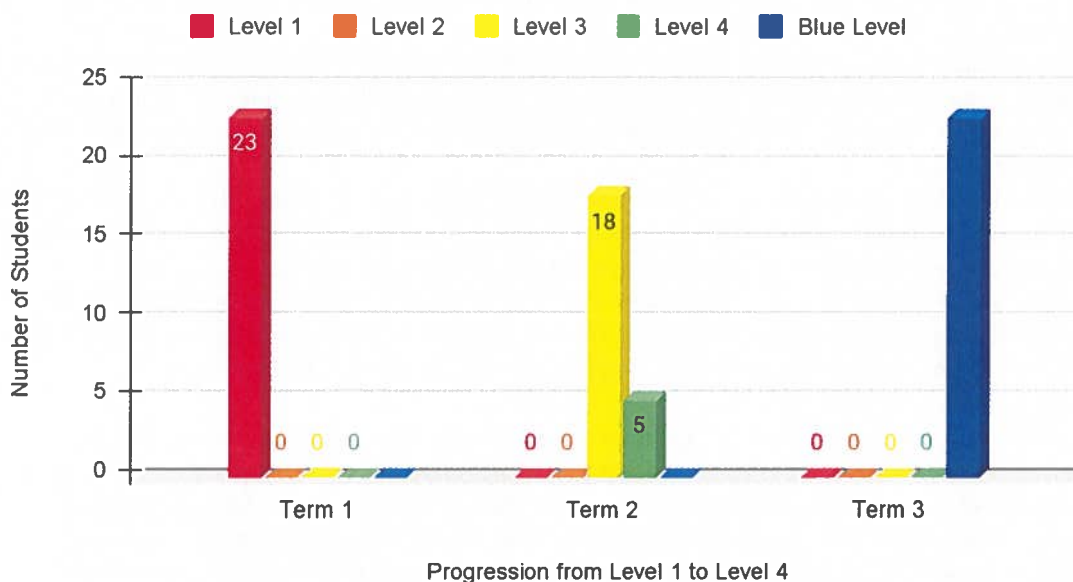
### **"Road to Reading" A reading recovery program we started implementing from 2022-2023 at the Elementary Campus.**

At Gobind Sarvar School, we started using a research-based program called "Road to Reading" for preventing and remediating reading difficulties in students. The focus of this program is to provide students with precise, methodical, research-based instruction in critical abilities like as sound symbol correspondence, decoding and encoding, and dictation in order to provide the groundwork for effective reading comprehension and writing skills. This program provides students an overview of the English language structure and encourages them to read accurately and fluently with the use of colour-coded six-syllable patterns and the most prevalent phonetic features. Daily lesson plans include five steps for each level: sound symbol correspondence, decoding skill development, reviewing phonetically regular words and high frequency words, reading in context, and dictating. The five stages to teach the information are always the same, however the everyday content becomes harder with progression of each level. Our students have shown great progress with this program. We will continue using this program in the upcoming school years.

### **Road to reading Leveled Assessment Color code:**

Level #	Level color	Level Details
1	Red	Closed Syllables including digraphs (sat, pin, hot, shed, duck, shop etc.)
2	Orange	Closed syllables with double consonants, digraphs, beginning blends and ending blends (staff, fill, block, shelf, smock, chunk etc.)
3	Yellow	Final 'e' Syllables including digraphs and blends, tricky y (time, mule, spry, smoke, shade, chime etc.)
4	Green	Vowel teams including digraphs and blends (feed, clean, cheek, couch, chow, mouth, shook etc.)
5	Blue	Vowels + r syllables including digraphs and blends (dirt, curb, stern, swirl, storm, perk, chart etc.)

## Grade 3 Road to Reading Level Progress



**Analysis of the reading recovery program:** As shown in the graph above, 23 students started receiving the literacy support in term 1. All of these students were at level 1. By term 3, almost all students had progressed to the blue level. Considering the effectiveness of this program, we will continue using this reading recovery program in the upcoming years. We also need to check if a similar program is available for Grades 4 to 6 that can be focused on the comprehension skills.

### Strengths Overall and what worked in 2023-2024:

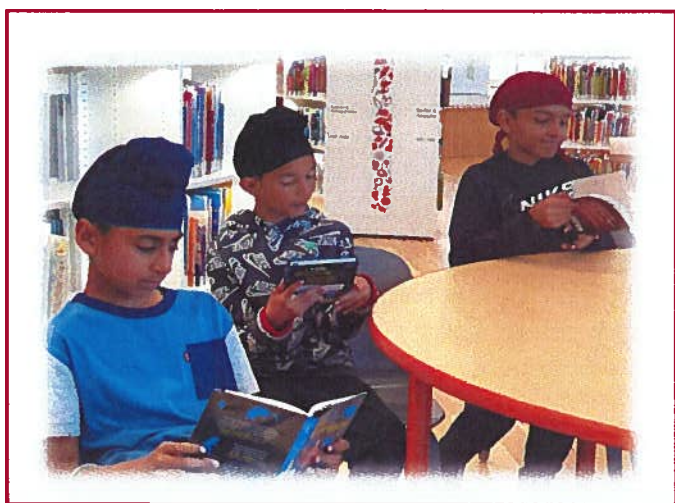
- Significant number of students from KG to 3 improved by 2 or more reading levels on the F&P reading benchmarks which indicates effectiveness in teaching strategies, engagement, and support, leading to substantial progress in reading skills. This growth however wasn't observed in Grades 4 to 9 students.
- Cars and Stars Reading comprehension program for Grades 4 to 8 did seem to work. CARS and STARS is a powerful combination of assessment and instruction that works effectively together to improve every student's reading comprehension. By focusing on 12 core strategies, CARS and STARS gives students the essential tools they need to improve their reading comprehension skills. We need to use this program consistently in all grades.
- This year we tried teaching our students the writing skills using something called a burger model. As per teacher's feedback, it is a good tool to create a writing outline, but we need to research for additional writing tools/programs.

### **Challenges: What we learned from 2023-2024**

- First of all, we lack consistency in administering the F&P testing. We need to come up with a system and provide proper training to our teachers so that the testing methods are somewhat consistent.
- There is a discrepancy between fluency and comprehension: Some students demonstrate good fluency in reading aloud, but they struggle when it comes to understanding and analyzing the text. This suggests a need to focus on developing deeper comprehension skills beyond surface-level reading.
- Difficulty recalling important events: Despite being fluent readers, some students have difficulty recalling and summarizing important events from the story accurately. This may indicate issues with memory retention or a lack of effective comprehension strategies.
- Struggle with higher-level questions: Some students encounter difficulties when faced with higher-level comprehension questions that require analytical thinking, inference-making, and synthesis of information. This challenge suggests a need for explicit instruction in comprehension strategies and critical thinking skills.
- Students who are at risk due to significantly low reading levels highlighted the need for intensive interventions and personalized support which they have started receiving in term 2.
- Considering most of our students are EAL, we need consistency in teaching the reading comprehension strategies. Teachers focused on teaching specific reading comprehension strategies, however it is still a struggle to track student progress on applying the strategies taught and keeping up with their reading progress-mostly through observation.

### **Plan for the upcoming year 2024-2025:**

- Consistently follow the Cars and Stars Reading comprehension program – which provides us with the comprehensive assessment of reading strategies.
- Serach for a good writing program and tools that can enhance writing skills – some teachers recommended Empowering Writers.
- Host PD sessions on literacy for teachers
- Make effective use of the book clubs and reading comprehension strategies
- Create Literacy intervention groups early on in the year, based on the F&P Data and start supporting them early on (Resource teachers).
- Buy guided reading sets for teachers
- Continue with the library visits once every term that we started this year.





## **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.

**Donna Ross:** Last year, we worked hard on building a strong connecting with Donna Ross from Calgary Regional Consortium. Donna brings passion and a deep knowledge of First Nations, Métis, and Inuit histories, the impact of residential schools, and the infusion of Indigenous ways of knowing into Alberta curriculum and organizational culture. Through her guidance and support, our school staff has learned more about the indigenous ways. With her support and guidance, we learned the following:

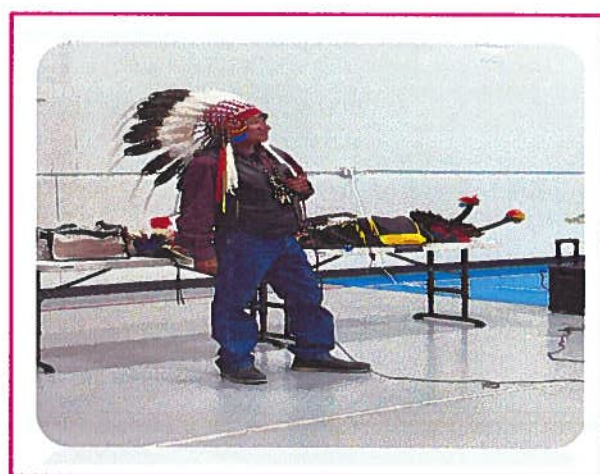
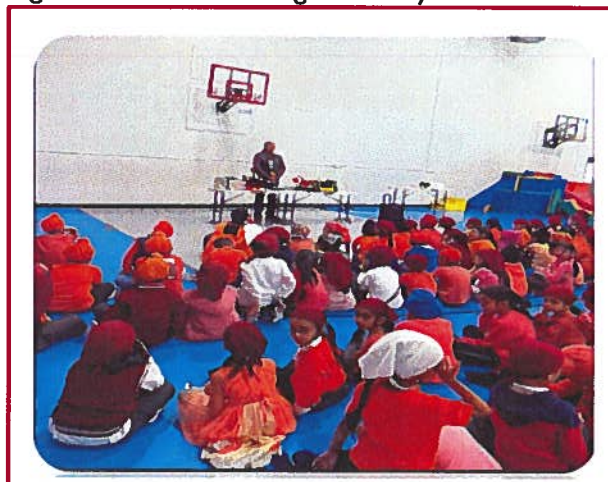
- practical strategies for the full integration of Indigenous perspectives into each classroom
- to purchase books that are written by indigenous authors to expose students to indigenous stories/cultures/traditions
- how to make connections to Elders, cultural instructors, and other resource people for authentic learning experiences about residential schools and their legacy
- to build on existing awareness of historical, social, economic, and political realities of Indigenous individuals/nations

- to participate in the whole school events that foster understanding and respect for Indigenous cultures, languages and histories such as Orange Shirt Day, National Indigenous Peoples Day etc.
- To broaden current practice to include pedagogy that is consistent with Indigenous ways of learning and knowing.

**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.

**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 board**

During an in-person engagement with teachers and board, it was brought to light that our students are highly capable, but fail to apply their learning/knowledge. Because of this, they are not able to think critically about situations or questions that appear on exams/PATs and often give incorrect answers.

**Outcome 3: Students will be able to apply the knowledge and skills they learn at school to other challenges inside and outside of school.** Students will be able to apply knowledge/learning to real-life problems, and perform better on the problem-solving type of questions on the PATs/Exams etc. Being able to apply their knowledge is an important skill to have that will make the students successful at school and at work when they finish school.

**Modifications to the outcome based on this year's observations:** In addition to having our students perform better on the tests/PATs etc., we strongly feel that it is equally important to introduce our students to different sports and outdoor activities to build their confidence, comfortability around other faiths/cultures, and to expose them to diversity.

In the upcoming years, our focus will also be on teaching our students the skills to resolve conflicts peacefully, develop critical thinking skills, becoming better at expressing their feelings/emotions, and becoming empathetic listeners to develop leadership skills.

### **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.

### **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.
- 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:** From last two years, we have been investing into Mathletics. Mathletics offers a good platform for reinforcing math concepts. Teachers can set content and specific tasks for students to practice skills. Students will be relying on this measure as well in the upcoming years. Again, this year Grades KG to 8 students participated in the "World Maths Day". World Maths Day is the largest online maths competition in the world and our students competed with students around the globe. Our students performed very well with KG and Grade 1 students obtaining first position in Canada and overall Gobind Sarvar secured 17<sup>th</sup> position in the math competition.

### **Reflection: Focus on knowledge and comprehension.**

**Reflection:** 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.

### **Pre-test Math Task - Grade 3: Math – Topic: Measurement**

Grade	Topic	Pre- test % of students excelled (> or equal to 60%)	Pre- test % of students struggled (< 60%)	Post -test % of students excelled (> or equal to 60%)	Post- test % of students struggling (< 60%)
3A	Measurement	2/22 (9%)	20/22 (91%)	20/22 (91%)	2/22 (9%)

3B	Measurement	1/23 (4%)	22/23 (96%)	22/23(96%)	1/23 (4%)
3C	Measurement	2/24 (8%)	22/24 (92%)	22/24 (92%)	2/24 (8%)
3D	Measurement	1/19 (5%)	18/19 (94%)	19/21 (90%)	2/21 (9%)

**Final Analysis/Feedback from the Grade 3 teachers:** Did you find the pre-test results helpful? How did the students respond to having a pre-test? Going forward, would you consider taking a pre-test before teaching a math concept?

- The pre-test results proved to be beneficial in assessing the students' prior knowledge and understanding of the math concepts covered. It provided valuable insights into areas of strength and areas needing improvement, allowing for us to provide targeted instruction and support.
- At first, many students felt worried or uncertain about the pre-test. This might have been because they hadn't experienced one before. We took the time to explain what a pre-test is and reassured them not to stress about their scores. We emphasized that it's simply a way for us teachers to understand their current knowledge. After our explanation, the students seemed more at ease with the idea.
- In the future, we'll probably do more tests like this before we start teaching new math topics. It serves as an effective diagnostic tool for us to identify gaps in students' understanding, tailor instruction accordingly, and track progress over time. Additionally, it empowers students to take ownership of their learning.

**Comments:** Many activities were arranged throughout the year to encourage students to apply the knowledge/skills they learn at school to other tasks/challenges inside/outside of school in 2023-2024: Here is an overview...

- **School Science Fair-** Every year we host school Science Fair to provide students with the opportunities to showcase their knowledge and presentation skills.
- **Regional Science Fair** - 10 groups from our school participated in the regional science fair. This experience taught students from grades 5 -9 the importance of independent learning skills such as time management, responsibility, organization and communication. Out of the 10 groups that participated from our school, 3 groups won bronze! We are very proud of our students' achievements.
- **Math contests:** For Math – our students participated in the **Math Gauss Contest**.
- Students were taken out to several **outdoor excursions** such as a ski-trip, camping, hikes etc.
- **Basketball Teams:** This year, we had a very busy basketball season. Our Senior boys and senior girls played very well in the league. Senior boys reached to the playoffs and finished the season off proudly. Our girls also played really well. This was the first year, we had formed Junior boys and Junior girls teams. We indeed had a very busy basketball season.
- **Badminton-** This is the first year when we offered intermurals in badminton. After school clubs were also offered to Grade 3 students at the elementary campus.
- **Leadership in Recreation** offered to high school students. These students developed various skills and ran intermurals for younger students.

- **Spelling Bee contest** – Spelling Bee was held the 2<sup>nd</sup> time at Gobind Sarvar this year. Our students participated very enthusiastically in the contest. School winners will now have the chance to participate in the regional Spelling Bee. We are super excited!
- **MasterChef** competition held for high school students.
- **Adventurous week at the Westwinds Campus-** Stepping away from the curriculum and exploring topics that interest the students. Adventurous week is quite popular amongst our students as teachers plan a lot of hands on activities this week.
- **Culinary Arts** – Culinary Arts club was offered to Grade 3 students this year. Students really loved and showcased their cooking and baking skills. It was quite surprising to see the skills they brought forth and the interest they had in learning and cooking.
- **Stem for Older Students:** High School students participated in the “Hands on learning” at “Roots to Stem” workshops. They got to use many tools to design, power, and troubleshoot their own vehicles.
- **Empowering Girls Club** – Offered this year to the middle school girls.
- **Minds in Motion workshops** – stem workshops were again offered to all students from KG to 9.

**Reflection:** In the year 2023-2024, by providing a range of activities we focused on the application and analysis part of this outcome and strongly believe that we need to continue building upon the application and analysis part of this outcome. We also need to keep providing more opportunities for students to explore other interests.

**Goals for 2024-2025:** This year, teachers were given the time to brainstorm ideas and research about the interdisciplinary projects. This coming school year, all teachers will be required to plan **an interdisciplinary project**. Students will then get to showcase their learning to their parents in term 2.

- **Super Singhs and Super Kaurs 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 after school clubs such as arts club, culinary art, sports club etc.
- Set up Obstacle course for students - Obstacle courses help children become problem solvers as they learn how to run, climb, and move through a course. They also learn how to adjust to changing conditions and memorize the faster and better ways to run a course. These skills help them throughout their life.

**In the upcoming year 2024-2025 – Continue to Focus on the application and analysis – All classes to do at least one interdisciplinary project.**

- Year 1 and 2 data was assessed to make further modifications to teaching.

**Strategies for the upcoming years will remain the same:**

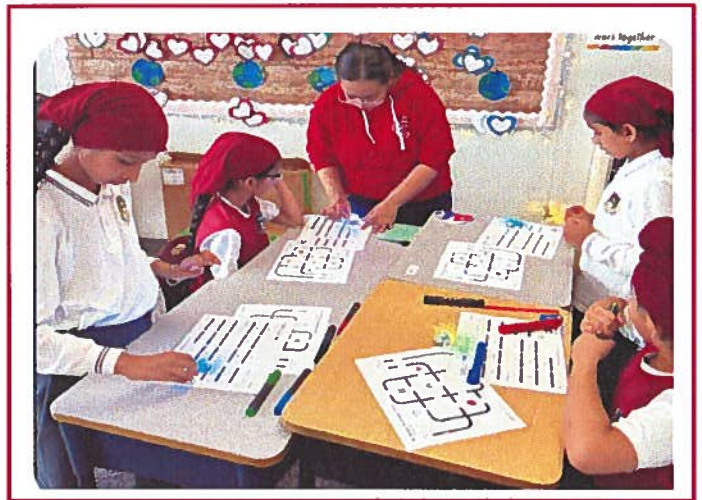
- Introduce PAT questions from grade 3.
- Teaching students different strategies for tests: the technique of elimination, how to understand the question, look at the bolded and italicized questions.
- Indicators of Math: For the outcome, are students able to achieve success based on these indicators from the POS. Using a checklist made for math.
- Assessment criteria are directly linked to curricular outcomes.
- The work that students are doing is directly connected to the criteria.
- 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.
- Measuring whether students have the knowledge, skills and attitude to do the questions.
- Interdisciplinary learning across classes.
- Teaching students to learn how to take a test to alleviate test anxiety.
- 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 last year we were visited by the Lieutenant governor of Alberta: Her Honor, the honorable Salma Lakhani on the International Women's day. This year, we were honored with the visit from the premier.
- 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 and online engagement 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 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.

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

**Successes of 2023-2024**

- 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 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.
- In the new building we're hoping to have hang-out areas, learning commons, fully equipped science labs, a bigger gym, a fitness room, design and textiles room etc.
- This year, our very first grade 12 class is graduating. We are looking forward to preparing in terms of their graduation. We are also looking at the scholarships that can be offered to our students.

**New in 2024-2025-** In order to expose our students to a variety of options/trades, we are in the process of signing a dual credit contract with SAIT. We have fulfilled all the requirements and are currently waiting on the approval from the Alberta Education.

Got accepted at a post-secondary institute	Waiting for an approval
13	4



## **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 6 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?**

- **Our goal for the 2023-2024 school year was from the elementary campus:**
  - 70% of students will be able to read a 4-5 sentence passage independently. 70% of students can orally answer reading comprehension questions using the 5 Ws (who, what, when, where, why, how).
- **Reflection based on this year:**
  - About 52% of students in Grade 2 and Grade 3 are able to read 4-5 sentence passages independently and answer reading comprehension questions orally.
    - About 82% of students in KG are able to read 3-4 letter words (Mukta).
    - About 80% of students in Grade 1 are able to read simple sentences (Kanna Vowel).
  - This indicates that our KG and Grade 1 students are reaching their goal by the end of the year, however Grade 2's and 3's are still having difficulties. We have come to the conclusion that Grade 2 and 3 students do not properly start reading independently until they have mastered all of the vowels of Gurmukhi which takes them most of the year. With this, Grade 2 and 3 students only start independently reading in the middle of Term 3, making it difficult for them to reach this goal by the end of Term 3. In general, our goal will be changed for the upcoming years for our Grade 2 and 3 students.

**As per the data shared above, we haven't achieved the goal and therefore will continue to work towards the outcome mentioned above at the elementary campus.**

#### **Reflection: Have we met the outcome/goal for Grades 4 to 9**

- Goal for 2023-24 – School Year - 70% of students will be able to read a 4-5 sentence passage independently. 70% of students can orally answer reading comprehension questions using the 5 Ws (who, what, when, where, why, how).
  - About 79% of students from Division 2-3 (Gr. 4-9) are able to read a 4-5 sentence story in Gurmukhi.

**Reflection based on this year:** As the percentage states, the students have exceeded the goal by 9%. 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.

### **Provincial Measures:**

- Percentage of teachers, parents and students satisfied with the overall quality of basic education.

### **Local Measures:**

- Percentage of parents satisfied with the overall quality of Gurmukhi/Gurmat education.
- Administer Gurmukhi reading benchmark passages twice a year.
- Percentage of students being able to read Gurbani (Sikh Scriptures).

### **New Local measures added/Strategies to achieve the outcome/goal:**

#### **Elementary Campus: New Goal for Next School Year and Strategies:**

##### **2024-25 – School Year Goal:**

- **Grade 3 Goal**
  - 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.
    - 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. 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.
    - 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. 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
    - 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. 60% 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 for the Elementary Campus**

- *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 spell 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).

### **Goals and Strategies for Grades 4 to 9:**

- **2024-25 – 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.

- **2025-26 - School Year** - 80% 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.
- **2026-27 - 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.

**Strategies that are and will be used in order to reach the outcome/ goal:**

KG - Gr. 3 Strategies	Gr. 4 - 9 Strategies
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students are provided with pages to read from their Gurmukhi books which are completed in class.</li> <li>• Students are also provided with mini flip books to practice reading simple sentences at home.</li> <li>• Students also received a Gurmukhi Muharni (Phonics) chart to support them when they are reading unfamiliar words/simple sentences.</li> <li>• An emphasis is placed on regularly reviewing and practicing Gurmukhi phonics (Muharni).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• From Level 2 to Level 4, students receive short passages to read in Punjabi based on their level.</li> <li>• Students also received a Gurmukhi Phonics chart to support them when they are reading unfamiliar passages.</li> <li>• An emphasis is placed on regularly reviewing and practicing Gurmukhi phonics (Muharni).</li> <li>• Students have mini-reading quizzes to periodically check if they are reading the Gurmukhi passages with accuracy.</li> </ul>

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• At the end of the school year, students are provided with a Gurmukhi reading booklet to practice with their parents/guardians.</li> <li>• Students participate in I do, you do, we do when reading new words/simple sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Students are also assessed on their reading fluency.</li> <li>• Students also read together in groups. Helping one another with reading difficult words.</li> <li>• Parents are also encouraged to read with their child in Punjabi. Short stories are shared on Google Classroom with families.</li> <li>• Gurmukhi reading passage “benchmark” assessments based on Gurmukhi phonics are done twice a year.</li> </ul> |
|--|---|

### **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 the elementary campus.
  - 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.
- In Term 2, Grades 4 to 9 Students were also given projects to research each of the 52 Hukams given to us by the tenth Guru in detail and create presentations and models. After about a month, students participated in a Hukam competition in-class first. Those who won moved on to the grade-level/division level Hukam competition.
  - The students were also encouraged to use their knowledge of the Hukams to complete an inquiry project in a “Gurmat Fair”.
  - This school-wide activity gave all students the opportunity to improve their Gurmukhi reading skills, pronouncing skills, and Gurmat understanding, 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](http://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: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:6a3de41f-c021-30e5-8576-688142c3e026>