



School Name

School Education Plan 2017/18 to 2019/20

17 Springfield Avenue
Red Deer, Alberta T4N 0C6

Phone: 403-346-3838

Fax: 403-343-1855

Website: www.rdpsd.ab.ca/gws

Principal: Mrs. Kelley Lund

Vice Principal: Mr. Aaron Langstraat

School Profile:

- Our attendance area includes Sunnybrook, Sunnybrook South, Anders, Victoria Park, Aspen Ridge and Anders on the Lake.
- Student enrollment = 278 FTE
- Staff Profile:
 - 16 Teachers = 15.3 FTE
 - 11 Classified Staff = 9.36 FTE
 - 2 Facility Services Staff = 1.25 FTE
 - 29 Total Staff

Vision, Mission, Beliefs:

School Mission - The Mission of G.W. Smith School is to create a caring, cooperative community of learners and nurture high standards of behaviour and achievement.

School Vision - We believe that the most promising strategy for achieving the mission of G.W. Smith School is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Unite to achieve a common purpose and clear goals;
- Work together in collaborative teams;
- Seek and implement strategies for improving student achievement on a continuing basis;
- Monitor each students' progress; and
- Demonstrate a personal commitment to the academic success and general well-being of all students.

Opportunities and Challenges:

Our focus will be developing more effective and efficient ways to help support staff growth and effective technology integration with emphasis on implementation of digital citizenship lessons at all levels. Utilizing technology to better communicate and work in partnership with parents and our community will also be an important opportunity.

New Directions:

As we venture into the second year of implementation of literacy groups for all students at all grade level, our focus will expand to support math differentiation as well as continued development growth mindsets and independent skills.

School Education Plan Development and Communication:

The G. W. Smith School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the *School Councils Regulation*. The G. W. Smith School Education Plan is available at the school and is posted on our website at: www.rdpsd.ab.ca/gws.

Alberta Education – School Accountability Pillar Report Card

Accountability Pillar Overall Summary
3-Year Plan - May 2017
School: 4442 George Wilbert Smith School



Measure Category	Measure Category Evaluation	Measure	George Wilbert Smith School			Alberta			Measure Evaluation			
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
Safe and Caring Schools	Excellent	Safe and Caring	97.7	94.1	93.4	89.5	89.5	89.3	Very High	Improved	Excellent	
		Program of Studies	93.2	89.9	88.4	81.9	81.9	81.5	Very High	Maintained	Excellent	
Student Learning Opportunities	n/a	Education Quality	96.9	94.8	93.3	90.1	90.1	89.6	Very High	Improved	Excellent	
		Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a	
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a	
		PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a	
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a	
		Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a	
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a	
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a	
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a	
		Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a	
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	88.1	84.7	82.8	82.7	82.6	81.9	Very High	Maintained	Excellent	
		Citizenship	98.2	94.1	90.4	83.7	83.9	83.6	Very High	Improved Significantly	Excellent	
		Parental Involvement	87.7	77.8	80.7	81.2	80.9	80.7	Very High	Maintained	Excellent	
Parental Involvement	Excellent	Excellent	Parental Involvement	87.7	77.8	80.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	Excellent	School Improvement	86.2	83.1	82.0	81.4	81.2	80.2	Very High	Maintained	Excellent

For more information on the School Education Plan please contact the school principal.

Priority	Literacy and Numeracy refers to the ability of students to effectively and confidently work with words and numbers	Equity ensures fairness for all students through: Excellence in instruction Support for students, Reduction of barriers	Student Success and Completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond
Outcomes and Strategies	<p>Each learner is proficient in the areas of reading, writing, speaking and listening.</p> <ul style="list-style-type: none"> Continue implementation of the District’s Literacy Framework, with a focus on Fountas & Pinnell benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension. Continue to provide support for literacy groups for all student from grades 1-5 Continue to build continuity in writing expectations through various subject areas and PD opportunities. Continue to implement opportunities for increased parental involvement to support literacy at school and in the home. Expand the use of guided reading resources containing local First Nations and Métis perspectives. <p>Each learner is proficient in the areas of reasoning and applying numerical concepts.</p> <ul style="list-style-type: none"> Determine a PD committee to support the book study “Mathematical Mindset” by Jo Boaler Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers. Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, with an awareness of a Mathematical Mindset. Continue to use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 1-5 are benchmarked and the data is individually recorded for instructional planning purposes. Explore and implement opportunities for increased parental involvement to support numeracy at school and in the home. Explore/expand the use of a grade wide differentiated structure e.g. Daily 3 for Math 	<p>All staff have the ability to meet the diverse needs of all students through excellent instruction.</p> <ul style="list-style-type: none"> Continue implementation of the Pyramid of Support and in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle. Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners. Build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice. Build capacity with staff in the areas of social and academic language for students with English as a Second Language. Continue to explore ways for more staff to share their skills, strategies and facilitate professional development <p>Students are supported in their academic, behavioural, social and emotional well-being.</p> <ul style="list-style-type: none"> Continue to support positive behaviours through, developing independence. growth mindset strategies, and the Zones of Regulation Program Continue to provide structured opportunities for collaboration and staff learning, to explore ways to differentiate instruction and to maximize the support offered to students in order for them to experience success Support classroom teachers in their delivery and integration of the Health and Life Skills curriculum through access to resources and coordination with large group health. Continue to implement a Comprehensive School Health model. Continue to implement the Supports for Students model. Weekly School-based Learning Teams meetings may include: Administrators, Teachers, LAT, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Therapists, and Parents. <p>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</p> <ul style="list-style-type: none"> Enhance and support ease of access for families through the school Learning Support Team, CLW, LAT, AHS and other community agencies. Continue with an established School Equity committee. Examine and explore fees and fundraising in the school. 	<p>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</p> <ul style="list-style-type: none"> Develop common practices to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness. Develop common practices to create learning environments that focus on exploration, play, and inquiry. Explore ways to differentiate instruction and maximize the support offered to students in Kindergarten in order for them to experience success. <p>Students have a strong foundation in literacy and numeracy.</p> <ul style="list-style-type: none"> Strategies as outlined in the priority of Literacy & Numeracy. <p>Students experience effective transitions between grades and between schools.</p> <ul style="list-style-type: none"> Develop a task force for successful transitions (by grade and school). Monitor and respond to student progress throughout each reporting period. Continue focusing on supporting families with attendance issues through the Learning Support Team. Provide meeting and intake opportunities for new families especially when a second language or communication is a factor Provide transition support for First Nations, Métis, and Inuit students. <p>Students experience character education programming in Grades 1-5.</p> <ul style="list-style-type: none"> Highlight and promote the character education and citizenship programming. Continue to monitor student academic progress and respond appropriately. Continue to foster a school-wide practice of celebrating differences and promoting tolerance and explore ways to ensure that all students, including FNMI students, develop a sense of belonging, through guest speakers, performances, development of positive relationships, team building and diversity week activities. Continue to promote healthy lifestyle choices and mental wellness through the work of the Health Action Team. Provide opportunities to allow students to participate in interest activities, such as leadership, community service, sports, Lion’s Pride Clubs and other extra-curricular activities.
Performance Measures	<p>Percentage of students in Grades 1 to 5 who are reading/literate within one year of grade level. (RDP)</p> <p>Survey result scores for literacy satisfaction by students, parents and staff. (RDP)</p> <p>Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</p> <p>Percentage of students in Grades 1-5 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).</p>	<p>Overall agreement that students are safe at school and learning the importance of caring. (AE)</p> <p>Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</p> <p>Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)</p> <p>Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP)</p> <p>Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)</p> <p>Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)</p>	<p>Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</p> <p>Overall satisfaction with the quality of basic education. (AE)</p> <p>Students identified with attendance issues. (RDP)</p> <p>Overall agreement that students model the characteristics of active citizenship. (AE)</p> <p>Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)</p> <p>Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school. (RDP)</p>