



School Education Plan 2025-2026 to 2027-2028

G.W. Smith Elementary School



G.W. Smith School

17 Springfield Avenue
Red Deer, Alberta, T4N 0C7
Phone: 403-346-3838
Website: <https://gwsmith.rdpsd.ab.ca/>

School Administration:
Principal: Jason Moline
Vice Principal: Sheila Sillery

School Profile:

Our attendance area includes Sunnybrook, Sunnybrook South, Anders, Victoria Park, Aspen Ridge, and Anders on the Lake.

Anticipated Student Enrolment: 210 FTE

Anticipated Staff Profile:

- 13 Teachers (12.5 FTE)
- 6 Classified Staff (6.0 FTE)
- 2 Facility Services Staff (1.2 FTE)
- **21 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:

We will continue to focus on meeting all student needs through providing differentiated instruction, timely supports and effective transitions. We will continue to work on closing the gap on student achievement through supporting students with our Student Support Room model. We will explore strategies and effective integration of experiential learning with the new curriculum. Continuing to focus on utilizing strategies from High Level Teaching Strategies, developing excellent mathematics instruction through MathUp Pd, developing growth mindsets, early learning initiatives, and digital citizenship will remain a priority. Partnership with parents and our community continues to be an important opportunity.

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: <http://gwsmith.rdpsd.ab.ca/>

Alberta Education Assurance Measures Overall Summary (Fall 2024):

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	85.3	86.1	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.2	91.5	91.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	92.8	94.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	92.9	93.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.6	90.1	90.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.1	87.5	83.9	79.5	79.1	78.9	High	Maintained	Good

Strategies and Performance Measures:

Student Growth and Achievement	
<i>Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.</i>	
Outcomes	<ul style="list-style-type: none"> Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well. Students apply knowledge, understanding and skills in real life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	<ul style="list-style-type: none"> Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community
Division Performance Measures	<ul style="list-style-type: none"> The percentage of teachers, parents and students who agree that students are engaged in their learning at school. Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.. Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
School Strategies	<ul style="list-style-type: none"> Continue to develop and fine tune our Literacy and Numeracy intervention schedule and process to fully meet the needs of all learners in our school.
School Performance Measures	<ul style="list-style-type: none"> The percentage of students in grades 1-5 meeting expectations using the May Math Assessment (MMA). The percentage of students in grades 1-5 meeting expectations using the Division reading assessment.

	<ul style="list-style-type: none"> The percentage of students in grades 1-5 meeting expectations on the HLAT writing assessment.
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Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.
Division Performance Measures	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education. The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies	<ul style="list-style-type: none"> Incorporate protected literacy and numeracy time in the timetable to allow for targeted interventions to be supported by Educational Assistants Provide additional collaboration time during Staff Learning days
School Performance Measures	<ul style="list-style-type: none"> The number of grade K-5 students who were at risk at the beginning of the year to the end, as measured by the Alberta Education and RDPSD literacy and numeracy assessments.

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Start up Outcomes	<ul style="list-style-type: none"> • Learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Education partners fulfil their respective roles with a shared understanding of an inclusive education system. • Students and their families work in collaboration with education partners to support learning. • The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. • Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. • Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> • Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. • Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Division Performance Measures	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. • The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. • Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) • Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
School Strategies	<ul style="list-style-type: none"> • Purchase and implement resources to help teach students self regulation (SSR) • Use new strategies from District PD to form meaningful relationships while moving from co-regulation to self-regulation
School Performance Measures	<ul style="list-style-type: none"> • Use data and regular collaboration meetings to work to reduce the number of scheduled breaks outside of the classroom • Use data and regular collaboration meetings to work to reduce the number of unscheduled breaks outside of the classroom

Date		Division Priorities	School Goals
	August 25		LST Meeting 8:30am-9:30am Whole Staff Meeting and PD 9:30-11:00 am (Collaborative Team Meeting PD and MathUp PD Review) Transition Doc and Tech Review 2.5 hours
	August 26	Optional Division PD <i>K to 12 - Learning Services</i> Student Services - Student Support Room <i>Training - 8:30 - 11 am</i> Technology Services - Tech Lead Meeting <i>- 1:00-3:00 pm</i>	Collaborative Team Meetings and Grade Team Collaboration ~ scheduled around district PD
	August 27	FSLC training with Kevin Cameron	Teacher Preparation Day 1 EA Professional Development with Froese Psychological Services for EAs Half Day
	August 28	FSLC training with Kevin Cameron	Teacher Preparation Day 2 EA Professional Development with Froese Psychological Services for EAs AM
	August 29		Drop off Day: 8:30-9:30 am Grade Team Meetings w/ LST: PreK: 9:30-10:00 Kindergarten: 10:00-10:30 Grade 1: 10:30-11:00 Grade 2: 11:00-11:30 Grade 4: 11:30-12:00 Grade 3: 1:30-2:00 Grade 5: 2:00-2:30 Whole Staff Meeting 2:30-3pm
	September 19 K-8 Only	H.I.T.S. - Enhancing Learners' <u>SKILL</u>	Revisit Hattie's Effect and Learner Dispositions with Intro to this year's PD! Collaborative Team Meetings

October 9	K - 8 PT Conferences	
October 10	Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>SKILL</u>	Enhancing Learner's Skill: Examining Student's prior achievement and background Collaborative Team Meetings
November 7	H.I.T.S. - Enhancing Learners' <u>SKILL</u>	Hour Zero Training
December 11 K-8 Only	K - 8 PT Conferences	
December 12	H.I.T.S. - Enhancing Learners' <u>WILL</u>	Enhancing Learner's Will: Revisiting Learner Disposition and Other High Impact Strategies and Assessment Data Review. Collaborative Team Meetings
January 16 K-8 Only	New Curriculum <i>K to 3 Social</i> <i>K to 6 - Math & ELAL Update</i> Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>WILL</u>	Enhancing Learner's Will: Strategies to build Resilience, Reflection and Resourcefulness Collaborative Team Meetings
January 30 High School Only	Semester Start-Up	
March 19 K-8 Only	K - 8 PT Conferences	
March 20	Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>THRILL</u>	Enhancing Learner's Thrill: Designing the Learning Environment Collaborative Team Meetings
May 15	Collaborative Marking of writing assessments (Gr. 1-8) H.I.T.S. - Enhancing Learners' <u>THRILL</u>	Enhancing Learner's Thrill: Evaluating Thrill in your practice and assessment analysis and goal setting. Year End Checklist Collaborative Team Meetings

June 12 (K to 8)	H.I.T.S. - <i>Enhancing Learners' <u>THRILL</u></i>	Skill, Will and Thrill Wrap up and Celebration. Collaborative Team Meetings
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