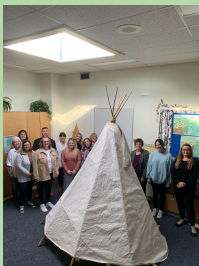




# School Education Plan 2023-2024 to 2025-2026

G.W. Smith School



## **GW Smith School**

17 Springfield Avenue  
Red Deer, Alberta, T4N 0C6  
Phone: 403-346-3838  
Website: <http://rdpsd.ab.ca/gwsmith>

School Administration:  
Principal: Jason Moline  
Vice Principal: Leah Deschenes

### **School Profile:**

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

Anticipated Student Enrolment: 220 FTE

Anticipated Staff Profile:

- 14 Teachers (13.9 FTE)
- 5 Classified Staff (5.0 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 the COVID-19 pandemic 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 the Neufeld Institute training, developing excellent mathematics instruction, 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 GW 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 GW Smith School Education Plan is available at the school and is posted on our website at:

<https://www.rdpsd.ab.ca/gwsmith>

## Alberta Education Assurance Measures - Overall Summary (Fall 2022):

Government

### Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 4442 George Wilbert Smith School

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	<a href="#">Student Learning Engagement</a>	87.9	85.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	90.6	91.5	93.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.6	92.5	95.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	94.6	92.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	91.4	92.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	80.3	78.4	77.8	78.8	79.5	81.5	High	Maintained	Good

**Outcomes, Strategies, and Performance Measures:**

Priority	<p style="text-align: center;"><b>Throughline Priority</b> (This outcome stretches across all three priority areas.)</p>
<p style="text-align: center;"><b>Outcomes and Division Strategies</b></p>	<p><b><i>All learners are supported in their academic, behavioral, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.</li> <li>● Continue to enact the "Valuing Mental Health" initiative, focusing on developing mental health literacy amongst staff through training in the "Go-To Educator" workshop</li> <li>● Implement the Grade K to 5 universal approach to the delivery of the Health and Life Skills curriculum and provide more information for parents</li> <li>● Continue to support positive behaviors through developing independence, growth mindset strategies, and self regulation strategies</li> <li>● Continue to utilize the School Learning Support Team model and provide structured opportunities for collaboration and staff learning, to explore ways to maximize the support offered to students in order for them to experience success</li> </ul>
<p style="text-align: center;"><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP)</li> <li>● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP)</li> <li>● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Literacy And Numeracy</b></p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p><b>Outcomes and Division Strategies</b></p>	<p><b><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></b></p> <p><b><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum.</li> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts &amp; Literature curriculum, as well as the new Mathematics curriculum.</li> </ul>
<p><b>Our School's Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums.</b> <ul style="list-style-type: none"> <li>○ Continue to provide PD and collaborative time to develop and implement lessons and assessments that align to the new curriculum.</li> <li>○ Access the division coordinators to work shoulder to shoulder with our staff to develop lessons and assessments for K-5.</li> </ul> </li> </ul>
<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE)</li> <li>● The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE)</li> <li>● The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE)</li> <li>● Percentage of students in Grades 1 to 5 who are reading/writing within one year of grade level (Target 90%). (RDP)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP)</li> <li>● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity</b></p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p><b>Outcomes and Division Strategies</b></p>	<p><b><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></b></p> <p><b><i>All learners are able to access the supports and services they need to achieve success.</i></b></p> <ul style="list-style-type: none"> <li>● Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context.</li> <li>● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools.</li> <li>● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.</li> </ul>
<p><b>Our School’s Strategies</b></p>	<ul style="list-style-type: none"> <li>● Access the division FNMI coordinators to continue to lead and develop our sense of belonging for our FNMI students and families.</li> <li>● Utilize our new Student Support Room model to work with students who may be experiencing bullying issues or regulation.</li> <li>● Continue to build upon the work and PD with Alex Marshall to address issues of BIPOC and 2SLGBTQ+ students.</li> <li>● Parent council is hosting Jo(e) Social Media presentations to address on-line bullying and appropriate on-line behavior for students and families.</li> </ul>
<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall agreement that our students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall agreement that our students model the characteristics of active citizenship. (AE)</li> <li>● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Student Success And Completion</b></p> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p><b>Outcomes And Division Strategies</b></p>	<p><b><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></b></p> <p><b><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></b></p> <ul style="list-style-type: none"> <li>● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.</li> </ul>
<p><b>Our School's Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.</b></li> <li>● <b>Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.</b> <ul style="list-style-type: none"> <li>○ Continue to bring forward the RDPSD Values for Learning and Life at our student assemblies with monthly focus on the values.</li> <li>○ Access the division FNMI coordinators to continue to lead and develop our sense of belonging for our FNMI students and families.</li> <li>○ Continue to work with the Parent Council to engage our community and families to recognize the role of families and community with student success.</li> </ul> </li> </ul>
<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)</li> <li>● 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 (Target: 90%). (RDP)</li> <li>● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)</li> </ul>