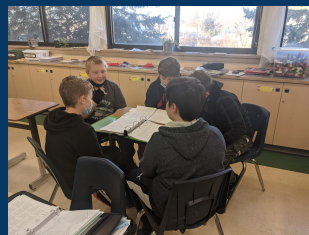




School Education Plan 2022-2023 to 2024-2025

Eastview Middle School



EASTVIEW MIDDLE SCHOOL

Address: 3929 40th Avenue
Red Deer, Alberta T4N 2W5
Phone: 403-343-2455
Website: <http://eastview.rdpsd.ab.ca/>

School Administration:
Principal: Mr. Darrin DeMale
Vice Principal: Ms. Sue Merry
Vice Principal: Mr. Mitch Irvine

School Profile:

Eastview Middle School is in its 66th year of operations, having opened in 1956. Its feeder elementary schools include G.W. Smith, Joseph Welsh, Barrie Wilson, Mountview, and Annie L. Gaetz, drawing from the communities of Anders, Aspen Ridge, Clearview Meadows, Eastview, Eastview Estates, Grandview, Inglewood, Ironstone, Michener, Mountview, Rosedale Estates, Rosedale Meadows, and Southbrook. Eastview Middle School includes students in grades six through eight, with a school population anticipated to be approximately 598 students for the 2022-2023 school year. Eastview has 30 teaching staff, including administration, and 12 support staff.

Anticipated Student Enrolment: 602

Anticipated Staff Profile:

- 30 Teachers (29.6 FTE)
- 12 Classified Staff
- 3 Facility Services Staff
- **45 Total Staff**

Vision, Mission, Beliefs:

Mission Statement: Inspiring **PRIDE** through the pursuit of lifelong learning.

Prepared - Respect - Integrity - Determination - Excellence

Our school and our staff are committed to providing outstanding instruction in a safe and caring atmosphere. We aim to build partnerships with our students, parents, and the community to ensure that each student takes responsibility for their learning.

Eastview P.R.I.D.E. Expectations:

PREPARED

- Be prepared and on time. Be ready to learn.

RESPECT

- Respect yourself, respect others. Treat others as you want to be treated.

INTEGRITY

- Do what is right, always.

DETERMINATION

- Give your best effort and encourage others.

EXCELLENCE

- Contribute to a positive school culture. Be a positive leader. Be your best self.

School Education Plan Development and Communication:

The Eastview Middle 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 Eastview Middle School Education Plan is available at the school and is posted on our website at: <https://www.rdpsd.ab.ca/eastview>.

Alberta Education Assurance Measures - Overall Summary:

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 4439 Eastview Middle School



Assurance Domain	Measure	Eastview Middle 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	88.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	75.3	73.2	67.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	82.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.9	88.4	87.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.7	81.7	73.8	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Aug 13, 2021
Locked with Suppression for May 2021

Report Version 1.0
Data Current as of Mar 01, 2021

Outcomes, Strategies, and Performance Measures:

Priority	<p style="text-align: center;">Throughline Priority (This outcome stretches across all three priority areas.)</p>
<p>Outcomes and Goals/Strategies</p>	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Schools will provide intervention through Division and School Learning Support Teams to all identified students, staff, and families, utilizing the assessments and intervention tools recommended by the Division. <p>Strategies will include:</p> <ul style="list-style-type: none"> ● Build a strong sense of belonging and shared values for every student and staff member through homeroom connections, supported through our student leadership program and character education. ● Identify and collaborate on a common Scope and Sequence for Learning, focused on outcomes-based teaching. ● Gather and implement student learning plans using data collection: MIPI, Fountas & Pinnell, and other formative assessments. ● All students will have health classes in the first term of the school year. District mental health lessons will be integrated with the health curricular outcomes. ● We will continue to enact the School Based Student Support Team (this will include Administrators, Teachers, Learning Assistance Teacher, Educational Assistants, Community Liaison Worker, FNMI "Point Staff", School Counsellor, and Parents) to assist students, staff and families with action plans that focus on the following: Early identification and Interventions, action plan development, communication, and follow up. A shared document will be used and referred to by all members of the school-based Student Support Team. ● This will be supported through the following: <ul style="list-style-type: none"> ○ Develop and deliver district Mental Health lessons for students. ○ Partnerships with Middle School Counsellor, CLW, Social Services, Behaviour Consultants and Alberta Mental Health, Academic and Medical Health professionals within the community. ○ Continue with schoolwide Positive Behaviour Expectations approach and Classroom Management to include principles of Restorative Practices, Trauma-informed Practices, and school P.R.I.D.E. expectations. ○ Regular meetings of the support team to identify and follow up on students identified by the learning team and teachers.

<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP) ● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP) ● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)
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<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p style="text-align: center;">...refers to the ability of students to effectively and confidently work with words and numbers.</p>
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<p>Outcomes and Goals/Strategies</p>	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 teachers will develop the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum, during the 2023-2024 school year. <p>Strategies will include:</p> <ul style="list-style-type: none"> ● We will modify our school timetable to add 40 minutes of dedicated time daily to provide academic interventions. This time will focus on Numeracy and Literacy. Our main objective is to narrow the gaps in learning caused by COVID, At-Home-Learning, and the isolation challenges from the past several school years. All students will be part of intervention time for literacy and/or numeracy, on a daily basis. ● We will utilize our ELA Leads to operate a literacy intervention for grade specific students. Students will benefit from preteaching of the curriculum to build skills and confidence. ● We will utilize our LAT (Learning Assistant Teacher) to organize grade specific groups of students that will utilize the program, 'Read Naturally Live'. ● Our LAT will run groups of students through LLI (Levelled Literacy Intervention) as a more specific intervention for students that would benefit most. ● Collaboration will occur within our grade subject teams regarding the order of units for our core curricular subjects so that all courses follow a similar scope & sequence aligned to essential outcomes. Teachers will collaborate to develop common year plans that are aligned to essential outcomes.
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	<ul style="list-style-type: none"> ● We will continue the enactment of the District’s Literacy Framework, with a focus on Fountas & Pinnell benchmarking and the ongoing improvement of reading and writing skills. ● We will continue to use the school Learning Support Team, including LAT, ID, and other staff. ● Facilitate regular PD and collaboration time on staff learning days, with a focus on planning and excellent teaching practices. ● We will utilize our Math Leads to operate a math intervention for grade specific students. Students will benefit from preteaching of the curriculum to build skills and confidence. Continue the enactment of the District’s Balanced Numeracy Framework, with a focus on MIPI benchmarking and Middle School targeted instruction. ● Use MIPI and other assessment data to inform teaching practices and areas for further targeted instructional training. ● Explore strategies and resources to enhance financial literacy at all grade levels.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● Percentage of students who achieved the standard of excellence on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level. (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff. (RDP) ● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

<p>Priority</p>	<p style="text-align: center;">Equity</p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p>Outcomes and Goals/Strategies</p>	<p><i>Each learning and work environment within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <ul style="list-style-type: none"> ● Through the administration of a comprehensive “student census” survey, encompassing students from Kindergarten to Grade 12, the division will compile data in regards to how students see themselves represented in the larger school context. <ul style="list-style-type: none"> ○ Once the division has compiled and analyzed the results of this survey, specific strategies will be determined and implemented.

	<ul style="list-style-type: none"> ● Through directed professional learning, school staff will enhance their skills in the areas of being inclusive and respectful, and building relationships with students. ● Through consultation with stakeholders the Division will develop a bullying prevention and intervention action plan. <p>Strategies will include:</p> <ul style="list-style-type: none"> ● We will explore professional development for staff in the areas of inclusion and school culture. These will focus on further developing PRIDE throughout our school community. ● We will continue to incorporate and infuse positive reinforcement and recognition through our behaviour support system. ● Based on results and feedback from the division survey, we will further explore ways in which to continue to make Eastview inclusive and a supportive community for all stakeholders. ● We will explore the continued development of a student-led anti-bullying committee, and incorporate input from the division's bullying prevention and intervention plans. <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <p>Strategies will include:</p> <ul style="list-style-type: none"> ● We will modify our school timetable to add 40 minutes of dedicated time daily to provide academic interventions. This time will focus on Numeracy and Literacy. All students will be part of intervention time for literacy, and/or numeracy, on a daily basis. We will utilize our ELA and Math Leads to operate literacy and numeracy interventions for students. ● Through the Common Planning of our Collaborative Grade Teams, we will focus on essential outcomes of the curriculum. With this model, we will ensure strong universal teaching for all students. Common outcomes will be taught at the same time in core classrooms throughout the school year to ensure continuity of lesson delivery and ultimate learning. Meetings will occur regularly and will be run by grade level subject leaders.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that students are safe at school and learning the importance of caring. (AE) ● Overall agreement that students model the characteristics of active citizenship. (AE) ● Overall compilation of student survey data gathered in order to determine the “base level” of student satisfaction.

<p>Priority</p>	<p style="text-align: center;">Student Success And Completion</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>Outcomes and Goals/Strategies</p>	<p><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></p> <ul style="list-style-type: none"> ● All Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health & Wellness K-6 Curriculum. ● 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. <p>Strategies will include:</p> <ul style="list-style-type: none"> ● Throughout 2022-2023, our grade 6 teachers will collaborate, and work with Central Services leaders, to unpack the new curricular outcomes and prepare for the launch of new curricula. Staff Learning days will include professional development for staff. ● We will build upon the experiences of our staff and students who attended the Indigenous Youth Conference in the spring of 2022, and explore more opportunities for Indigenous and non-Indigenous students. ● We will explore ways to continue to infuse FNMI learnings throughout the curricula. Some examples include Indigenous art, and learning about the parts of the flower through an Indigenous lens. ● We will explore opportunities for staff development in the area of FNMI through staff learning days. ● We will continue to host Indigenous activities, such as Spirit Seekers, and look to expand our FNMI program. We will have a designated Teacher Lead next year, who will work with a FNMI staff committee. We will explore ways to involve students in this committee. We aim to invite our families for school potlucks and other events again in the coming year.

	<p><i>Red Deer Public Schools will provide a broad and enhanced range of programming choices to meet the needs and interests of learners.</i></p> <ul style="list-style-type: none"> • Develop marketing initiatives for parents regarding choice in Red Deer Public Schools, including clear descriptions of what each school does, what is common to all schools within the division, and what specialized programs of choice are available. • Engage in a comprehensive consultation with all stakeholders in order to determine the next programs of choice to be offered within Red Deer Public Schools, to begin in September, 2023. <p><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></p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Through student recognition, we will celebrate students for demonstrating the six core values for learning and life. • The division core values will be prominently displayed throughout the school and will be a part of the school culture, infused with Eastview Middle School’s values of PRIDE.
<p>Performance Measures</p>	<ul style="list-style-type: none"> • Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) • Overall percentage of students meeting grade level expectations in their core subject areas. (RDP) • Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests. (AE) • Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) • Overall satisfaction with the quality of basic education. (AE) • Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) • 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) • 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). (RDP)