



# School Education Plan 2021-2022 to 2023-2024

G.W. Smith School



## **G.W. Smith School**

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

School Administration:  
Principal: Jason Moline  
Vice Principal: Aaron Langstraat

### **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:

- 14 Teachers (13.0 FTE)
- 10 Classified Staff (8.5 FTE)
- 2 Facility Services Staff (1.3 FTE)
- **26 Total Staff**

### **Vision, Mission, Beliefs:**

School Mission - The Mission of G.W. Smith School is to create a caring, cooperative community of learners and to 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:**

This year we will focus on meeting all student needs through RDPD's "Recovery" plan. We will do this through differentiated instruction, timely supports, and effective transitions. We will continue to explore new writing programs and strategies and effective integration of experiential learning, developing excellent mathematics instruction. The continuation of developing growth mindsets, early learning initiatives, and digital citizenship will remain a priority.

### **School Education Plan Development and Communication:**

The G.W. Smith School Education Plan has been developed in consultation with school staff. 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: School Accountability Pillar Report Card:

Accountability Pillar Overall Summary  
3-Year Plan - May 2020  
School: 4442 George Wilbert Smith School



| Measure Category  | 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                                       | <a href="#">Safe and Caring</a>                            | 95.4                        | 94.2             | 96.0                | 89.4           | 89.0             | 89.2                | Very High          | Maintained             | Excellent  |
| Student Learning Opportunities                                | <a href="#">Program of Studies</a>                         | 85.5                        | 92.2             | 92.1                | 82.4           | 82.2             | 82.0                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Education Quality</a>                          | 96.1                        | 94.8             | 96.1                | 90.3           | 90.2             | 90.1                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Drop Out Rate</a>                              | n/a                         | n/a              | n/a                 | 2.7            | 2.6              | 2.7                 | n/a                | n/a                    | n/a        |
|   | <a href="#">High School Completion Rate (3 yr)</a>         | n/a                         | n/a              | n/a                 | 79.7           | 79.1             | 78.4                | n/a                | n/a                    | n/a        |
| Student Learning Achievement (Grades K-9)                     | <a href="#">PAT: Acceptable</a>                            | n/a                         | n/a              | n/a                 | 73.8           | 73.6             | 73.6                | n/a                | n/a                    | n/a        |
|   | <a href="#">PAT: Excellence</a>                            | n/a                         | n/a              | n/a                 | 20.6           | 19.9             | 19.6                | n/a                | n/a                    | n/a        |
| Student Learning Achievement (Grades 10-12)                   | <a href="#">Diploma: Acceptable</a>                        | n/a                         | n/a              | n/a                 | 83.6           | 83.7             | 83.1                | n/a                | n/a                    | n/a        |
|   | <a href="#">Diploma: Excellence</a>                        | n/a                         | n/a              | n/a                 | 24.0           | 24.2             | 22.5                | n/a                | n/a                    | n/a        |
|   | <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                         | n/a              | n/a                 | 56.4           | 56.3             | 55.6                | n/a                | n/a                    | n/a        |
|   | <a href="#">Rutherford Scholarship Eligibility Rate</a>    | n/a                         | n/a              | n/a                 | 66.6           | 64.8             | 63.5                | n/a                | n/a                    | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | <a href="#">Transition Rate (6 yr)</a>                     | n/a                         | n/a              | n/a                 | 60.1           | 59.0             | 58.5                | n/a                | n/a                    | n/a        |
|   | <a href="#">Work Preparation</a>                           | 81.3                        | 77.3             | 81.6                | 84.1           | 83.0             | 82.7                | High               | Maintained             | Good       |
|   | <a href="#">Citizenship</a>                                | 92.9                        | 93.6             | 95.1                | 83.3           | 82.9             | 83.2                | Very High          | Maintained             | Excellent  |
| Parental Involvement  | <a href="#">Parental Involvement</a>                       | 74.7                        | 80.9             | 82.3                | 81.8           | 81.3             | 81.2                | Intermediate       | Maintained             | Acceptable |
| Continuous Improvement  | <a href="#">School Improvement</a>                         | 93.4                        | 91.1             | 85.5                | 81.5           | 81.0             | 80.9                | Very High          | Improved Significantly | Excellent  |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Outcomes, Strategies, and Performance Measures:

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| <p><b>Priority</b></p>                      | <p><b>Throughline Priority</b><br/>(This outcome stretches across all three priority areas.)</p>  |
| <p><b>Outcomes and Goals/Strategies</b></p> | <p><b><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan.</li> <li>● PD days will have time focussed on an approach to recovery particularly in LA and math.</li> </ul> |
| <p><b>Performance Measures</b></p>          | <ul style="list-style-type: none"> <li>● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)</li> </ul>   |

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| <p><b>Priority</b></p>                      | <p><b>Literacy And Numeracy</b><br/>...refers to the ability of students to effectively and confidently work with words and numbers.</p>   |
| <p><b>Outcomes and Goals/Strategies</b></p> | <p><b><i>Each learner is proficient in the areas of reading, writing, speaking and listening. Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● By June 30th, 2022 all Kindergarten to Grade 5 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts and Mathematics K-6 Curriculum.</li> <li>● By May, 2022, all Grade 1-5 teachers will determine each student's grade level proficiency, in writing, by utilizing a common and calibrated assessment (Highest Level of Achievement Test - HLAT).</li> <li>● Continue the enactment of the District's Literacy Framework, with a focus on Fountas &amp; Pinnell benchmarking and the ongoing improvement of reading and writing skills.</li> <li>● Continue to implement opportunities for increased parental involvement to support literacy and numeracy at school and in the home.</li> </ul> |
| <p><b>Performance Measures</b></p>          | <ul style="list-style-type: none"> <li>● Percentage of students in Grades 1 to 5 who are reading/writing within one year of grade level. (RDP)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff. (RDP)</li> <li>● Percentage of students in Grades 2-5 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument. (GWS)</li> </ul>   |

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| <p><b>Priority</b></p>                      | <p style="text-align: center;"><b>Equity</b></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><b>Outcomes and Goals/Strategies</b></p> | <p><b><i>All learning and work environments within Red Deer Public Schools are inclusive, respectful, safe, caring and free of discrimination and harassment.</i></b></p> <ul style="list-style-type: none"> <li>● By February 28th, 2022, Red Deer Public Schools will develop a Board Policy to address bullying, discrimination and harassment that will, in turn, be implemented into practice by all schools (Welcoming, safe, caring, inclusive and respectful learning environments),</li> <li>● By January 31st, 2022, Red Deer Public Schools will compile data gathered by all schools, through their consultation with parents and students, regarding how students see themselves represented in the larger school context.</li> </ul> <p><b><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></b></p> <ul style="list-style-type: none"> <li>● Continue to enact the “Valuing Mental Health” initiative, focusing on developing mental health literacy amongst staff and providing focus on RDPSD’s RECOVERY Initiative.</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 behaviours 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><b>Performance Measures</b></p>          | <ul style="list-style-type: none"> <li>● Overall agreement that students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>● Overall compilation of student survey data gathered in order to determine the “base level” of student satisfaction.(AE)</li> </ul>   |

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| <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 Goals/Strategies</b></p> | <p><b><i>Through an emphasis on inclusivity and differentiation, all staff have the ability to meet the learning needs of all students through excellent instruction.</i></b></p> <ul style="list-style-type: none"> <li>● By June 30th, 2022 all Kindergarten to Grade 5 teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health &amp; Wellness K-6 Curriculum.</li> <li>● By June 30th, 2022 all Kindergarten to Grade 5 teachers will be able to identify and implement universal and targeted differentiation, adaptation, and modification aligned with the new Kindergarten to Grade 5 curriculum in their lessons to support inclusion of all learner profiles in their classroom.</li> <li>● By June 30th, 2022 Kindergarten to Grade 5 teachers will have spent time planning 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 First Nations, Métis and Inuit.</li> <li>● Utilize the Pyramid of Support model to focus on improving attendance for identified students.</li> <li>● Monitor and respond to student progress throughout each reporting period.</li> </ul> <p><b><i>Red Deer Public Schools will provide the best alternative programming for students.</i></b></p> <ul style="list-style-type: none"> <li>● By March 31st, 2022, Red Deer Public Schools will develop and implement a detailed plan regarding alternative pathways for middle school and high school programming.</li> </ul> <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>● By the end of May, 2022, GW Smith will celebrate students for demonstrating the six core values for learning and life.</li> </ul> |
| <p><b>Performance Measures</b></p>          | <ul style="list-style-type: none"> <li>● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>● Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)</li> <li>● Overall satisfaction with the quality of basic 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. (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). (RDP)</li> </ul>  |



## 2020-2021 School Council Summary:

### School Council Annual Report

#### **Executive:**

| <u>Name</u>        | <u>Position</u>  |
|--------------------|------------------|
| James Wright       | Chairperson      |
| Tanya Olafson      | Vice-Chairperson |
| Jonas Neidert      | Treasurer        |
| Rachel Geistlinger | Secretary        |

#### **Meeting Dates:**

September 15, 2020

October 20, 2020

November 24, 2020

January 12, 2020

March 16, 2021

April 20, 2021

May 18, 2021

#### **School Council Activities:** *Summary of the major activities organized by the GW Smith School Council:*

- The major fundraising project was selected to be a new basketball hoop and backboard for the school courts. The backboard and hoops were installed in April, and have been a huge success. There are students out there every break and after school.
- Hot Lunch Fundraiser
- Benevolent Fund