

# Glendale Middle School School Education Plan 2009/10 to 2010/11

## Accountability Statement

The **Glendale Middle School** education plan for the three years commencing September 1, (2009) was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The school is committed to achieving the results laid out in this education plan.

## Community, School Student and Staff Profile

Enrolment on September 30, 2009 = 328 students.  
270 students in regular programs grades six through eight.  
Four core class groups in each grade.  
Four special education classrooms representing three programs (Foundations, Strategies and Venture) supporting 58 students.

School and Team Identity: **GLADIATORS**

Twenty one teachers.  
Eleven support staff.  
Two caretakers.

Phil Penner – Principal  
Sandre Bevan – Vice Principal  
Shelley Lower – Counsellor  
Gwen Dawes – Team Six Leader  
Tim Bowman – Team Seven Leader  
Don Jardine – Team Eight Leader  
Terri Kondrat – Head Secretary and Support Staff Team Leader

Gwen Dawes – Language Arts Curriculum Leader  
Don Jardine – Social Studies Curriculum Leader  
Katrina Neufeld – Mathematics Curriculum Leader  
Bob Rutz – Science Curriculum Leader  
Nancy Cryslar – Physical Education Curriculum Leader  
Deb Rowe - Librarian

## Vision, Mission, Beliefs and Values

Glendale Middle School is striving to create an environment which provides the opportunity for young adolescent students to develop academic skills, socially interact in a positive manner, value the arts, health and fitness, and establish a commitment to productive citizenship.

The staff at Glendale believe that the best possible educational opportunities exist for our students when the following tenets are accepted and operational to the degree that our resources will allow.

1. Education is a partnership among students, parents, teachers, community professionals and volunteers.
2. The staff understands that the basic social, academic, physical and emotional needs of the early adolescent are unique and require a school climate that reflects a balance between the demands of the community and the needs of the students.
3. Excellence must be viewed as a goal for all, with respect for individual differences.
4. All people learn in different ways and at different rates.
5. Extracurricular and intramural school activities are important in the development of the individual character, leadership and self worth. The activities help to foster a positive and healthy middle school environment.
6. People should respect the needs and rights of others.
7. With the assistance of staff members and parents, each student is expected to represent the school in a highly positive manner, in accordance with the rules and regulations of the school and society. Staff members and parents are responsible to assist students with the achievement of this goal.  
Ultimately, student must take responsibility for their actions.
8. Teachers are not only instructional leaders, but are also specialists able to assist other faculty members. Team planning is a priority in our school.
9. Teachers are student advisors and facilitators and are important role models for their students.

10. *The open communication and positive relationship established between home and school is critical to the overall success of our education program.*
11. *Instructional technology plays an important role in the education of our students. IT skills are essential for students to function in both the education and business worlds. Teachers, as instructional leaders, are responsible for imparting these skills to their students.*

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

*This Education Plan was developed with significant involvement from all stakeholders.*

*The school staff continued to participate in a detailed strategic planning process that was developed and implemented by the school principal.*

*School Council participated in a condensed planning process that was modelled after the staff strategic planning process. The School Council reviewed the plan at a scheduled meeting and were invited to review the plan and provide feedback on an individual basis.*

*Parents were invited to get a copy of the Plan from the school office, review it and provide individual feedback to the principal*

*The School Education Plan is communicated with stakeholders in the following manner:*

- *Posted on the school website: <http://www.rdpsd.ab.ca/OurSchools/GL/GLprofile>*
- *Copy is displayed at the school office.*
- *Copies are available to individual community members.*

### **Initiatives – overview of special initiatives (AISI) Class Size**

*Our school is targeting mastery learning of basic numeracy and literacy skills.  
A comprehensive reading and writing program is being implemented by the Language Arts curriculum team.*

## Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	82.6	74.8	Intermediate	Improved	Good
<b>Strategies</b> <ul style="list-style-type: none"> <li>Continue with the "leadership" homeroom established last year.</li> <li>Provide a "Get Real" type event for grade six students.</li> <li>Have grade seven students participate in "Successful You", for the third consecutive year.</li> <li>Have students participate in student Town Hall meetings.</li> <li>Continue with the development of an Effective Behaviour Supports program.</li> <li>Continue the KARE Kids program.</li> </ul>					

Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	86.6	83.5	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	85.7	83.9	Intermediate	Maintained	Acceptable
<b>Strategies</b> <ul style="list-style-type: none"> <li>Continue to expose students to a well-rounded curriculum that includes complimentary courses.</li> <li>Continue to use PAT and CAT3 assessment data to diagnose needs of students and to guide teacher instruction.</li> <li>Provide advanced learners with an enrichment program to stimulate thought, research and discovery.</li> <li>Structure teacher teams and design the school's master timetable to limit the number of different teachers each student meets with daily. Continuation of the strategy focused on grade six students last year.</li> <li>Continue to work with our elementary feeder schools and our feeder high school to develop a K-12 program that supports effective student transitions.</li> </ul>					

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Annual dropout rate of students aged 14 to 18.	0.0	4.7	Very High	Maintained	Excellent
<b>Strategies</b> <ul style="list-style-type: none"> <li>Continue to work actively with Family School Wellness and Aboriginal Frontline program workers.</li> <li>Continue to have all teachers involved as participants in writing and monitoring student IPPs.</li> <li>Provide the maximum FTE counseling time allowed within budget realities.</li> </ul>					

## Goal Two: Excellence in Student Learning Outcomes

**Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grade 6 who achieved the acceptable standard on provincial achievement tests.*	63.1	62.6	Very Low	Maintained	Concern	65.0	70.0	77.0
Overall percentage of students in Grade 6 who achieved the standard of excellence on provincial achievement tests.	4.7	5.4	Very Low	Maintained	Concern	7.5	10.0	15.0
<b>Strategies</b> <ul style="list-style-type: none"> <li>Teacher book study using: "Never Work Harder Than Your Students &amp; Other Principles of Great Teaching".</li> <li><b>Establish basic skills mastery program in gr. 6 numeracy and literacy.</b></li> <li>Continue to work with grade five and grade nine teachers from elementary feeder schools and Lindsay Thurber Comprehensive High School.</li> <li>Analyze PAT and CAT3 data to identify student learning needs and improve instruction.</li> <li>Continue to have teacher teams identify students in need of additional intervention.</li> <li>Administrators and counselor will continue to hold weekly "Student Review Meetings" to review and develop strategies for students identified by the teacher teams.</li> <li><b>Develop a revised structure to encourage the development of student support plans.</b></li> </ul>								

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

**Outcome: Students are well prepared for employment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.1	74.9	High	Maintained	Good
<b>Strategies</b> <ul style="list-style-type: none"> <li>Continue to develop Effective Behaviour Supports program.</li> <li>Continue with the "Leadership Homeroom" developed last year.</li> </ul>					

**Outcome: Students model the characteristics of active citizenship.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	71.6	65.8	Intermediate	Maintained	Acceptable
<b>Strategies</b> <ul style="list-style-type: none"> <li>Identify and consider involvement in appropriate "Social Action" projects.</li> <li>Continue Tuck Shop donations to local social agencies. ie. Food Bank, SPCA</li> </ul>					

## Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

**Outcome: Key outcomes for FNMI students improve.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"><li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li></ul>
<b>Strategies</b> <ul style="list-style-type: none"><li>• Grade six students will participate in the “Basic Skills Mastery Project”.</li><li>• FNMI students identified in Student Review Meetings will be referred to our Aboriginal Frontline Program family wellness staff member.</li><li>• School based Aboriginal Frontline Program teacher will participate in the presentation of the “Basic Skills Mastery Project”.</li><li>• Seek to increase the number of teachers and staff with an appreciation and understanding of FNMI culture and heritage.</li><li>• Assist FNMI students with the transitions from elementary to middle school and from middle to high school.</li></ul>

## Goal Four: Highly Responsive and Responsible Jurisdiction

**Outcome: The education system at all levels demonstrates effective working relationships.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	80.0	74.8	High	Maintained	Good
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Have a high profile student activity associated with the first School Council meeting of the year.</li> <li>• Work to revitalize an effective working relationship with our community partner, The City of Red Deer.</li> <li>• Work closely with the middle school RCMP resource officer.</li> </ul>					

**Outcome: The education system at all levels demonstrates leadership and continuous improvement.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	79.8	75.0	High	Maintained	Good
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Align staff professional growth plans with provincial, district and individual priorities.</li> <li>• Administration team develop key questions to lead PGP development.</li> <li>• Focus PGP review meetings with the key questions developed.</li> <li>• Increase parental awareness of school leadership and improvement strategies.</li> <li>• Continue to examine strategies to increase parental response rate for district and provincial survey instruments.</li> </ul>					

**Budget Highlights**

## Red Deer Public Schools – Budget Report

For the period from September 1, 2009 to August 31, 2010

School                      Glendale Middle School

REVENUE	Program Allocations (includes all totals from Basic Programs and Miscellaneous Add-backs, excluding AISI)	1,619,355.00	
	AISI (includes prior year surplus (if applicable) and current yr amount)	39,000.00	
	Other Revenue	79,172.00	
	Program Fee Revenue	41,315.00	
	Transfers from Other Sites	<u>721,666.00</u>	
	<b>TOTAL REVENUE</b>		<b>2,500,508.00</b>
EXPENSESES			
	Certificated Staffing (excluding AISI)	1,993,931.00	
	Classified Staffing	400,194.00	
	AISI (includes total AISI expenditures)	39,000.00	
	Miscellaneous Personnel	8,366.00	
	Contracted and General	69,084.00	
	Supplies	69,900.00	
	Furniture & Equipment	9,867.00	
	School Generated Expenses	<u>30,000.00</u>	
	<b>TOTAL EXPENSESES</b>		<b><u>2,621,627.00</u></b>
	<b>NET SURPLUS (DEFICIT)</b>		<b><u>(121,119.00)</u></b>