



G.W. Smith Elementary School

**School Education Plan
2009/10 to 2011/12**

**Ms. E. Goring, Principal
Mr. K. Young, Vice-Principal**

School Education Plan Overview

Community, School, Student and Staff Profile

G.W. Smith Elementary School is located at 17 Springfield Avenue and our attendance area includes Sunnybrook, Sunnybrook South, Anders, Victoria Park, Aspen Ridge and Anders on the Lake. Our aim is to provide an environment which sets high expectations for academic and behavioral success and to offer the guidance and support needed to meet these expectations. Our many volunteers enrich the life of the school. A strong partnership between home and school provides the best structure for giving support and encouragement to the children. Our focus is to provide program excellence in a safe, orderly environment that allows each child to meet success.

Staff Profile (September 30, 2009)

Teachers	16.8 FTE
Support Staff	6
Caretakers	2

Student Profile (September 30, 2009)

Kindergarten:	51 students
Grades 1-5:	264 students

School Council Chair for 2009-2010

Sheila Côté

Vision, Mission, Beliefs and Values

School Mission - The Mission of G.W. Smith School is to create a caring, cooperative community of learners and nurture the highest 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.

Values & Beliefs - In order to achieve our vision as a professional learning community, the staff have made the following collective commitments:

1. Align and utilize provincial and W.C.P. resource guides for curriculum and instruction.
2. Target specific instructional areas identified by student data analysis.
3. Engage in meaningful, job-embedded staff development to enhance professional skills.
4. Initiate individual and small group instructional programs to provide additional learning time for students.
5. Provide parents with resources, strategies, and information to help children succeed academically.
6. Utilize a variety of instructional strategies to promote success for all students.
7. Develop and implement local assessments.

School Education Plan Development and Communication

The School Education Plan was developed through consultation with staff and the School Council. School survey results and achievement results were analyzed by the staff in May and June of 2009. Successes were noted, the direction for the coming year was set and strategies to address the goals were identified. In September, the School Council was invited to provide feedback and suggestions.

The information in the Education Plan will be shared through presentation at a School Council meeting, posting on the school website <http://www.rdpsd.ab.ca/gws/>, and copies will be available in the school office.

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.	91.7	90.2	Very High	Maintained	Excellent

Strategies

- Continue implementation of Board Policy 4.05.01 (Nutrition) with the Hot Lunch program.
- Continue to encourage citizenship and social skills through school-wide Character Education program: five Pillars of Character Counts, including various activities and assemblies.
- Allow opportunities for interaction between students of different grade levels through pod activities and buddy activities between classes.
- Continue to have our counsellor implement the Second Step Program Gr. 1-5.
- Continue implementation of the District Action Plan for Drug Use among Youth. As part of that Plan, collaborate with AADAC and other service providers, parents, and the community at large to address the issue of drug use among young people.
- Collaborate with the RCMP in continued implementation of the School Resource Officer Program.
- Continue to use cones at crosswalks in the crosswalk zone at the front of the school and in the no parking zone at the side of the school.
- Maintain a visible staff and administrative presence throughout the school and the school grounds.
- Review school-wide expectations and the discipline policy.
- Provide opportunity for staff to receive training in threat assessment, non-violent crisis intervention and first aid.
- Continue to practice emergency procedures including fire drills and lockdowns.
- Implement the District Pandemic Response Plan.

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.	87.2	90.9	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	96.7	94.3	Very High	Maintained	Excellent

Strategies

- Enhance the District's International Services Program, so as to increase the number of international students who are enrolled in Red Deer Public Schools, to enrich the learning opportunities of Red Deer Public students and to provide expanded opportunities for Red Deer students to study internationally. Welcome the international students that are currently in our school.
- Ensure that the children of foreign workers are appropriately integrated into our classrooms.
- Expand/enhance psychological services and Level B testing to improve supports for schools and students.
- Provide counselling time for emotional and behavioural concerns.
- Implement new or revised programs of study in the following subject areas in accordance with the Implementation Schedule for Programs of Study and Related Activities (Alberta Education, September 2009).
 - Kindergarten to Grade 5*
 - Mathematics
- Work towards maintaining the target for the class size initiative.
- Expand the use of online collaboration and instructional management software packages to allow teachers to share instructional resources with each other and to enable students and parents to access instructional content from an Internet-based computer.
- Provide EA assistance and peer tutoring for English as a Second Language (ESL) students.
- Implement year one of the Alberta Initiative for School Improvement: Enhancing Student Learning and Engagement through Instructional Intelligence Strategies.

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.	n/a	n/a	n/a	n/a	n/a

Strategies

- Continue to identify, monitor and support students who are at risk of failure. As part of this process, seek to utilize computer technology to assist in the identification of at-risk students.
- Provide respectful programming and Individual Program Plans for identified students.
- School wide CAT 3 testing. Follow up by extra supports such as resource program and EA time allocation.
- Provide services and supports to children with special needs enrolled in Early Childhood Services (ECS) programs, through the expansion of the Bright Beginnings Program (pre-kindergarten), appropriate services, resource program.
- Participation of educational assistants and teaching staff in inservices that support special needs.
- Continue to provide additional support to children at risk through EA time, resource program, precision reading, counselling program.
- Utilize supports provided by Family School Wellness Program, Aboriginal Family and School Frontline Program, Student Health Initiative Partnership, Alberta Mental Health Outreach Services, David Thompson Health Services Speech Pathology, START, SHOS and REACH Services.
- Effectively communicate with parents in order to offer support at school and at home.

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a

Strategies

- Monitor students' Grade Level of Achievement
- Monitor the percentage of students at or above CAT-3 testing levels
- Provide students with timelines, criteria and feedback for successful completion of tasks.
- Promote responsibility of students through checking work, completion of tasks and homework and use of the student agenda.
- Maintain regular communication with parents through newsletters, conferences and phone calls.
- Identify students requiring coding by Alberta Education and complete IPPs for these students.

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		
			Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	81.9	91.1	Intermediate	Declined	Issue
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	19.1	21.3	Intermediate	Maintained	Acceptable

Strategies

- In keeping with the District's vision, mission and mandate, ensure that student achievement remains the highest school priority and is given appropriate consideration in all school decisions.
- As part of the Alberta Initiative for School Improvement (AIS), implement Year One of Enhancing Student Learning and Engagement through Instructional Intelligence Strategies.
- Expand the knowledge base of staff with respect to instructional intelligence strategies, through the study of Robert Marzano's Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement and Barrie Bennett's Beyond Monet: The Artful Science of Instructional Integration.
- Utilize our school AIS Lead teacher (Krista McLean) and the District Curriculum Specialists to address student achievement.
- Continue to support effective teaching and learning practices developed during Cycle 3 of the Alberta Initiative for School Improvement:
 - Teacher examination of learning outcomes.
 - Setting criteria.
 - Creating exemplars.
 - Student self-assessment.
 - Student-led conferences.
 - Parent involvement.
- Identify and share successful practices regarding student achievement.
- Review the extent to which students are prepared to write Provincial Achievement Test.
- Celebrate student achievement: Striving For Excellence Awards, class awards, positive phone calls home, SuperKid tickets and student displays of exemplary work.

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

Notes:

- 1) 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).
- 2) 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.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) 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.	77.1	79.3	Intermediate	Maintained	Acceptable

Strategies

- Maintain and develop initiatives that recognize excellence in school activities and participation in service work and volunteer efforts. E.g. Christmas card delivery, food bank, fundraisers for cancer, etc., individual student initiatives.
- Provide opportunities for students to participate in public speaking through assemblies.
- Continue to integrate technology in order to assist in the achievement of learner outcomes in Language Arts, Mathematics, Science, Social Studies and other subject areas (emphasis on Smart Board instruction).
- Improve the extent to which students are provided with information regarding career opportunities associated to topics or units of study.
- Multiple Intelligences
 - Make learning relevant to real life by acknowledging the many forms of MI (Multiple Intelligence) through which one can learn or which one can contribute to learning
 - Make the learning stimulating and engaged – connected to the “real world”

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.	86.8	90.0	Very High	Maintained	Excellent

Strategies

- Promote and recognize student participation in community service (i.e. UNICEF, SPCA, Food Bank, community clean-up).
- Collaborate with the Foundation for Red Deer Public Schools in implementing activities to support the development of citizenship attitudes and skills among students.
- Provide school leadership opportunities – Student Council, phone answerers, candy grams, classroom helpers, gymnastics set-up, milk carts, Environment Club.
- Participate in grade 5 Leadership Summit.
- Participate in grade 5 Go Girl event.
- Continue to organize pod group activities
 - Leadership, ownership and camaraderie
 - Caring and looking out for their peers, across full range of grades
- Character Education
 - Focus on specific “life-skill virtues”
 - Focus on life-long learning - other sources & mediums for information gathering

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

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
Strategies
<ul style="list-style-type: none"> Collaborate with our district's Aboriginal Family and School Frontline Program to focus on academic achievement with our FNMI students. Improve tracking and monitoring system for our school's FNMI population. Foster an inclusive atmosphere in the school.

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
Strategies
<ul style="list-style-type: none"> Highlight the value of FNMI contributions to Canadian history and culture through their role in Canada's past, present and future. Focus on respect for the creativeness, inventiveness and resourcefulness of FNMI people. Collaborate with our district's Aboriginal Family and School Frontline Program to support community and parental engagement strategies toward further success for FNMI students. Implement teacher professional development on the knowledge, skills and attitudes needed to assist FNMI students in achieving success. Assist FNMI students with the transition to middle school.

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.	85.8	84.0	Very High	Maintained	Excellent

Strategies

- Continue to participate in stakeholders meetings (trustees, school councils, community leaders, business representatives, administration, teachers, support staff, parents, students, citizens) to obtain input into District goals and to develop a stronger bond with the community.
- Develop and implement alternative strategies for gathering input from stakeholder groups. Examples include special school council meetings on a particular topic, meetings with ad hoc focus groups and community surveys.
- Support city-wide meetings of school council representatives. Provide inservice opportunities through the resources of the Alberta Home and School Councils Association for school council members.
- Encourage communication and involvement through parent volunteers, school and class newsletters, student agendas, student led conferences, phone calls.
- Participate as a partner in initiatives with a variety of social service, health, business, law enforcement and other organizations.
- Continue to develop an effective working relationship with our Business Partner, Eastview Sobeys.
- Regularly update G.W. Smith School website.

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.	87.5	81.9	Very High	Maintained	Excellent

Strategies

- Encourage the development of individual professional growth plans that are consistent with the principles and practices of professional learning communities and that are aligned with provincial, District and school priorities.
- Focus professional development for teachers on the fundamentals of good pedagogy and varied instructional strategies.
- Encourage participation in peer observation and coaching.
- Offer opportunities for staff members to provide professional development activities for colleagues.
- Participate in sustained professional development activities such as book studies.
- Highlight District initiatives, best practices and research at staff meetings.
- Participate in professional development opportunities for principals and vice principals.
- Participate in professional development offered by RDPSD.
- Participate in the Alberta Teachers' Association, the Central Alberta Regional Consortium, neighbouring school jurisdictions and other partners of high quality professional development opportunities for staff.
- Explore opportunities to increase efficiencies by standardizing and consolidating organizational and business practices.
- Continue to implement new requirements of the Occupational Health and Safety.
- Continue the initiative to build the District's leadership capacity in special education.
- Maintain the Fee Waiver Program.
- Continue to raise the profile of the Board of Trustees, e.g. invitations and introductions at school council meetings and school events, information in school newsletters, school council summary report.

Budget Highlights

Red Deer Public Schools – Budget Report			
For the period from September 1, 2009 to August 31, 2010			
School	G.W. Smith Elementary		
REVENUE	Program Allocations (includes all totals from Basic Programs and Miscellaneous Add-backs, excluding AISI)	1,499,859.00	
	AISI (includes prior year surplus (if applicable) and current yr amount)	38,000.00	
	Other Revenue	54,071.00	
	Program Fee Revenue	0.00	
	Transfers from Other Sites	<u>322,998.00</u>	
	TOTAL REVENUE		1,914,928.00
EXPENSES			
	Certificated Staffing (excluding AISI)	1,598,602.00	
	Classified Staffing	154,567.00	
	AISI (includes total AISI expenditures)	28,695.00	
	Miscellaneous Personnel	5,669.00	
	Contracted and General	46,479.00	
	Supplies	44,890.00	
	Furniture & Equipment	9,026.00	
	School Generated Expenses	<u>27,000.00</u>	
	TOTAL EXPENSES		<u>1,914,928.00</u>
NET SURPLUS (DEFICIT)			<u>0.00</u>