

Joseph Welsh Elementary School



A 7 Habits School

**School Education Plan
2009 - 2010**



A 7 Habits School

Red Deer Public School District Vision

A culture of respect, inclusion, caring and excellence, where every student succeeds.

Red Deer Public School District Mission

Striving for Excellence by inspiring learning and nurturing hope in every student.

Joseph Welsh Elementary School Vision and Mission

Vision: Leaders For Life

Mission: Doing whatever it takes to ensure academic excellence and global citizenship.

Joseph Welsh Elementary School

Table of Contents

School Education Plans	4
Joseph Welsh Elementary School Profile	5
Core Values and Vision Statement	6
School Education Plan Goals	8
Goal 1 - High Quality Learning Opportunities For All	9
Goal 2 - Excellence In Student Learning Outcomes	11
Goal 3 – Success for First Nations, Metis and Inuit (FNMI) Students	13
Goal 4 - Highly Responsive and Responsible School	14
Budget and Financial Information	16

School Education Plans

A school education plan is a tool to help schools achieve continuous improvement, focusing on student learning and results. Because a school education plan addresses provincial and district goals, it will help ensure the entire K – 12 education system is focused on key improvements and on the educational needs of Alberta’s students. A school education plan includes the goals of Alberta Education, additional goals determined by the District and goals of the school.

The Joseph Welsh Elementary School Education Plan 2009-2010 is a product developed through consultation with staff and the School Council. This process is guided by the parameters established by Alberta Education and the Red Deer Public School District.

The Joseph Welsh Elementary School Education Plan is posted on the School Website at www.rdpsd.ab.ca/jw.

The Red Deer Public School District Education Plan is posted on the District Website at www.rdpsd.ab.ca/OurDistrict/Documents/DistrictEducationPlan2009.pdf.

The School Plan will be shared with the School Council at a regularly scheduled meeting and is also available to be signed out at our office.

Michael F. Fritz
Principal, Joseph Welsh School

Sharon Adams
School Council Chairperson

Joseph Welsh Elementary School Profile

4401 – 37 Avenue
Red Deer, Alberta
T4N 2T5

Phone (403) 346-6377
Fax (403) 346-5187

www.rdpsd.ab.ca/jw

The community around Joseph Welsh Elementary School was a relatively new area in the late 1950's. It was first known as the Hillsboro Community and later became known as the Eastview area. Joseph Welsh Elementary School was built in 1960 with six classrooms, a junior gymnasium and a library. The school was named after Mr. Joseph Welsh (1889-1968), a teacher, principal and superintendent in the Red Deer Public School District from 1923 to 1954. Joseph Welsh has recently been named one of the Red Deer Advocate's "CENTRAL ALBERTA'S TOP PERSONALITIES" Top Educators 1907 - 2007. When the 6 room school opened, the enrolment was 182 students – Grades 1 to 5 with a staff of 6. In 1961, an additional 6 rooms were built and the enrolment was 356 students – Grades 1 to 6. In June 1963, the enrolment was 397 – Grades 1 to 6 – the highest ever in the history of Joseph Welsh Elementary School. The average class size at that time was 33.

The Joseph Welsh Elementary School community consists of the old Eastview (Hillsboro) area which is almost 50 years old, Michener area which is 30-40 years old, Clearview which is 20 years old and Eastview Estates which is 15 - 20 years old.

Strong parental and community involvement have always been an integral part of the education offered to children at Joseph Welsh Elementary School.

Population (September 30, 2009)

Kindergarten	51
Grades 1 - 5	294
Staff	18.70 F.T.E.
Support Staff	10
Caretakers	1.5

School Council Chair for 2009 - 2010

Sharon Adams

Administrative Liaisons for 2009 - 2010

Senior Administration Liaison – Don Falk, Superintendent of Schools

Trustee Liaison – Lawrence Lee

School Administration

Mike Fritz - Principal

Sue Carmichael - Vice Principal

Vision Statement – Leaders for Life

Core Values

BE PROACTIVE

We believe:

- in taking responsibility for our lives and providing students with the tools and authentic tasks that allow them to take responsibility for their own learning. Initiative, innovation and taking action will follow
- in challenging students to reach their potential
- in focusing on the future i.e. what students want to be and what they want to become
- in having systems and resources in place to respond to the changing cultural, social, and academic needs of children
- in pathfinding new and better ways by thinking “outside the box” and challenging the status quo
- that we make choices every day – we can change the path we are on

BEGIN WITH THE END IN MIND

We believe:

- in developing goals and strategies to achieve results
- in making decisions by beginning with the end in mind
- in trying to live as the sort of person you’d like to be remembered for
- in leaving a legacy
- in developing a leadership habit – developing an inner compass, knowing and reaching our goals
- in being loyal to those who are not present
- in making deposits in one another’s emotional bank account

PUT FIRST THINGS FIRST

We believe:

- in prioritizing work – Quadrant II – not urgent but important work eg. planning, recreation, relationship-building, doing and learning
- that outcomes of working in Quadrant II are vision, perspective, balance, discipline and control
- that all decisions must be based on what is best for children
- that our school’s excellence relies upon learning, modeling and practicing leadership
- that every member of our community collaborates with us in our quest toward excellence
- in using best practices as a basis for improving teaching and learning strategies in the pursuit of life-long learning
- in providing a timely response to all stakeholders

THINK WIN-WIN

We believe:

- in celebrating other people’s successes and that one person’s success is not achieved at the expense or exclusion of others
- in unlimited possibilities for positive growth and development
- in an attitude of seeking mutually beneficial solutions to satisfy the needs of all
- in an abundance mentality – plenty out there for everyone

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

We believe:

- that empathic listening is listening with the intent to understand the other person and their situation i.e. ‘Help me see what you see’ – increases awareness and affirms that person
- in valuing relationships by seeking first to understand
- that valuing and caring for each other is the heart of our school’s culture
- that one of the greatest needs of a human being is to be understood, to be affirmed, to be validated, and to be appreciated
- that the more deeply we understand other people, the more we appreciate them – it opens the door to creative solutions and third alternatives – possibility of having one’s opinion changed

SYNERGIZE

We believe:

- in valuing one another's differences – to respect them, to build on strengths, and to compensate for weaknesses
- in bringing out the best in other people – i.e. our unique skills compliment one another/value and respect each other's natural gifts
- in honoring each child's learning style
- in working cooperatively, to seek mutual benefit
- that cooperation strengthens our community
- that we are a global family, uniting us all

SHARPEN THE SAW

We believe:

- in self and group renewal
- renewal allows us to cope with challenges and aspire towards higher levels of ability
 - physical self – e.g. exercise, diet, managing stress
 - social/emotional self – connects with others through service, empathy
 - promoting citizenship through community involvement
 - expressing gratitude and performing random acts of kindness
 - teaching children to think globally and act locally
 - spiritual self – refine our own values and strengths
 - mental self – build upon our education through reading, planning, writing – personal development

FINDING YOUR VOICE and INSPIRING OTHERS TO FIND THEIRS

We believe:

- in finding your voice (personal significance) and inspiring others to find theirs (leadership - as a choice to deal with people in a way that will communicate to them their worth and potential so clearly they will come to see it in themselves)
- in yearning for greatness, to really matter, to really make a difference
- in engaging in whatever is important to you and being passionate
- in building relationships which are critical to inspiring others
- that success is a collaborative pursuit

Goals for 2009 – 2010

“*Striving for Excellence*” is the motto of the Red Deer Public School District. Clearly articulated goals are a prerequisite for excellence. The staff at Joseph Welsh Elementary School and the School Council have collaboratively set goals for the 2009-2010 school year.

Alberta Education has identified major priority areas for improvement for 2009 and 2010. These priorities, along with the strategies and tasks Joseph Welsh Elementary School and Red Deer Public School District plan to undertake are listed in the pages to follow. Copies of the Red Deer Public School District Education Plan for 2008-2009 and the Alberta Learning Education Plan for 2009-2010 are available at our office.

The following pages highlight goals, outcomes, performance measures and strategies for the following:

Goal One: High Quality Learning Opportunities for All

- Schools provide a safe and caring environment for students
- The education system meets the needs of all K-12 students, society and the economy
- Children at risk have their needs addressed through effective programs and supports
- Students complete programs

Goal Two: Excellence in Student Learning Outcomes

- Students demonstrate high standards in learner outcomes
- Students are well prepared for lifelong learning
- Students are well prepared for employment
- Students model the characteristics of active citizenship

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

- FNMI students are well prepared for citizenship, the workplace and post-secondary education and training
- Key outcomes for FNMI students improve

Goal Four: Highly Responsive and Responsible School

- The school, at all levels, demonstrates effective working relationships
- The school demonstrates leadership and continuous improvement

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.	89.8	89.8	Very High	Maintained	Excellent
Strategies <ul style="list-style-type: none"> • Articulate clearly all behavioural expectations • Include the school discipline policy in the student/parent handbook • Include The 7 Habits of Highly Effective People in the student/parent handbook • Maintain a visible staff and administrative presence • Encourage citizenship and social skills by implementing year four of the Leadership Initiative based on Stephen Covey's, <i>7 Habits Of Highly Effective People</i> • Implement the "Roots of Empathy" Program at the grade 3 level • Practice Emergency Response Plan • Collaborate with the RCMP in continued implementation of the School Resource Officer Program • Provide opportunity for staff to receive training in threat assessment procedures and non-violent crisis intervention procedures • Implement the District Threat Assessment Plan • Review the school discipline policy • Continue to encourage grade five leadership training and activities • Implement the District Policy regarding Nutrition • Continue having the school bus stop on Embury Crescent • Implement the District Pandemic Response Plan • Continue to implement the District Occupational Health and Safety Plan • Provide inservice and review of Safety Practices Document for Physical Education 					

Outcome: The school 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.	86.7	87.7	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	93.3	94.7	Very High	Maintained	Excellent
Strategies <ul style="list-style-type: none"> • Utilize funds from Small Class Size Initiative to reduce class sizes at all levels • Re-examine our school mission and vision • Implement staff/student mentorship program • Provide sufficient counselling time for emotional and behavioural concerns by prioritizing psychological services • Implement year one of the Alberta Initiative For School Improvement:: Effective Pedagogy and Instructional Practices • Implement new or revised programs of studies in accordance with the Implementation Schedule for Programs of Study (Alberta Education, September 2008) <ul style="list-style-type: none"> - Mathematics (Grades 2 – 5) - Mandatory Daily Physical Activity • Provide information to parents regarding the funding of education • Continue the elimination of mandatory school registration fees • Continue, as needed, to access School Council funds to supplement payment for school related activities • Continue to examine the role of the Teacher and the Educational Assistant in relation to the supports special education students should receive within the regular classroom 					

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
Teacher, parent and student agreement that programs for children at risk are easy to access and timely.	93.3	94.7	Very High	Maintained	Excellent
Strategies <ul style="list-style-type: none"> Utilize supports provided by 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 to provide assistance to students Provide a presentation funded by the School - The 7 Habits of Highly Effective Kids Through Martial Arts Provide respectful programs and Individual Program Plans for identified students Offer effective supports/scaffolding for students who are experiencing learning challenges Implement year one of the Alberta Initiative For School Improvement: Effective Pedagogy and Instructional Practices Continue the position of School Special Education Liaison Continue implementation of the recommendations for the District from the Programs Standards Review of Special Education (July 2003) and Alberta Education Standards for Special Education (June 2004) Continue school-wide teacher participation in the First Class Learner Individual Program Plan Continue the School Learning Team Continue participation in the District Capacity For Leadership Program Continue the In-School Mentoring Program in conjunction with the Youth and Volunteer Centre Continue an In-School Mentoring Program involving Grade 11 leadership students from Lindsay Thurber High School Provide an Artist in Residency Program during Leadership Week 					

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
The percentage of students promoted to the next grade.	99.1%	n/a	n/a	n/a	n/a
Strategies <ul style="list-style-type: none"> Continue to promote the District pre-kindergarten screening program Identify students requiring coding by Alberta Education and complete Individualized Program Plans for these students Identify students requiring decoding by Alberta Education Offer effective supports/scaffolding for students who are experiencing learning challenges Offer Book Study to parents regarding gender learning differences Hold a Literacy Enhancement parent information evening to highlight teaching/learning strategies and celebrate student achievement Maintain regular communication with parents through newsletters, conferences and phone calls Continue to work with local intervention agencies and the Family School Wellness Program Access appropriate placements for students needing special programs from Intervention Services Move students' learning forward from where they are currently functioning by tiering lessons and focusing on strengths Hold a parent information evening to highlight the Leadership Theme, The 7 Habits of Highly Effective People Track the performance of our students in grade 6 at Eastview Middle School 					

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.*	99.0	82.0	Very High	Improved Significantly	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	31.0	23.8	High	Improved Significantly	Excellent
<p>Strategies</p> <ul style="list-style-type: none"> • Modify the school-wide Literacy Program • Continue the school-wide Barbara Mariconda Writing Program • Provide high quality teaching • Implement year one of the Alberta Initiative For School Improvement: Effective Pedagogy and Instructional Practices • Provide effective supports to students experiencing learning challenges • Continue to celebrate achievement: Striving For Excellence Awards, Shining Star Awards, Deserving Desserts Program, class awards, grade five honour awards, positive phone calls home, Leaders For Life Awards and student displays of exemplary work • Access the expertise of the District Curriculum Specialists • Expand the knowledge base of staff with respect to Differentiated Instruction, Guided Reading, and gender learning differences • Address the learning needs of boys by examining preferred learning styles, providing professional development opportunities and adapting instruction as needed • Address student achievement results in Language Arts and Mathematics by analyzing results on grade three Provincial Achievement exams and grade four and grade five common curriculum-based assessments 					

Outcome: Students are well prepared for lifelong learning.

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.	86.4	84.3	Very High	Maintained	Excellent

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	86.9	86.9	Very High	Maintained	Excellent
--	------	------	-----------	------------	-----------

Strategies

- Promote and recognize student participation in community service
- Continue to provide grade four and five students with responsibilities which include mentoring, lunch time secretaries, school patrols, lunch room buddies, behaviour buddies, intramural organizers and referees, playground supervisors, milk sellers and recycling
- Continue to participate in the grade five Go-Girl event
- Continue school-wide multi-aged activities
- Offer a comprehensive extra-curricular program
- Continue an Outdoor Garden Club
- Implement a Public Speaking Club
- Continue to celebrate cooperation, citizenship, and modelling The 7 Habits of Highly Effective People
- Continue the In-School Mentoring Program in conjunction with the Youth and Volunteer Centre
- Participate in the West Park Elementary School Student Leadership Program at the grade five level
- Continue a school theme to examine the issue of bullying in school and society
- Continue to encourage parent participation in seminars or workshops where applicable
- Promote citizenship and social skills by continuing a Character Education Program based on Stephen Covey's, *The 7 Habits of Highly Effective People*
- Continue the Roots of Empathy Program at the grade 3 level
- Continue to present Citizenship Awards to students in all grades at our June Assembly
- Continue having each classroom take part in at least one community service project such as the Christmas Hampers, Toonies for Terry, Halloween For Hunger, shovelling snow for Eastview neighbours, delivering Christmas Cards to our local community, and "The Feel Good Ripple" with one of our Education Partners – Servus Credit Union
- Provide ongoing professional development opportunities in the area of Leadership and The 7 Habits of Highly Effective People
- Continue partnerships with community businesses: The Red Deer Lodge, Short Stop Gas, Reid Signs, Marble Slab Ice Cream, Wal-Mart, Servus Credit Union, and our new partner Dr. Shauna R. Nesom Professional Corporation

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.

Outcome: Key outcomes for FNMI students improve.

<p>Performance Measures [results required to be reported in 2010]</p>
<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 the grade three provincial achievement tests.
<ul style="list-style-type: none"> • Overall attendance of self-identified FNMI students.
<p>Strategies</p> <ul style="list-style-type: none"> • Increase the extent to which the District’s existing Aboriginal Family and School Frontline Program focuses on academic achievement among FNMI students. • Examine best practices elsewhere in order to identify strategies that have the promise of improving academic achievement among FNMI students. • Provide professional development activities focused on knowledge, skills and attributes needed to assist FNMI students in achieving success. • Seek to increase the number of teachers and staff with an appreciation and understanding of FNMI culture and heritage. • Assist FNMI students with transitions (e.g. beginning school, between grade levels, from elementary school to middle school, and from schools outside of our District). • Track FNMI student progress on report cards and attendance. • Integrate the 7 Aboriginal Teachings; Respect, Love, Bravery, Wisdom, Humility, Honesty and Truth with the 7 Habits of Highly Effective People. • Incorporate the 7 Aboriginal Teachings into our Leadership Week activities. • Aboriginal Family and School Frontline staff to meet regularly with school personnel. • Identify “At Risk” FNMI students early in September and increase the extent to which Aboriginal Family and School Frontline Program staff meet with these identified students.

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.	83.1	84.5	Very High	Maintained	Excellent
<p>Strategies</p> <ul style="list-style-type: none"> • Continue to operate an effective Lunch Program Council and School Council • Continue to plan events involving our Business/Education Partners – Servus Credit Union, The Red Deer Lodge, Short Stop Fas Gas, The Marble Slab, and Wal-Mart • Implement a Leadership Series of Speakers featuring community members • Continue to update our Joseph Welsh Elementary School web page • Encourage parental and community involvement through the school/class newsletters, agenda booklets, e-mail, and phone calls • Advocate for public education and enlist parents, staff and community members to become advocates for public education • Ensure the School Council meetings include opportunities for discussion, questions and sharing • Invite community members to attend the Remembrance Day Assembly, Christmas Celebration and other school events • Highlight Public Education school activities during Education Week • Implement a Leadership Week • Continue to work with local intervention agencies, the Family School Wellness Program, and the Aboriginal Family and School Frontline Program • Continue the Youth and Volunteer Centre Mentorship Program • Continue to work with the Eastview Estates Community Association • Involve community members in the Year End Barbecue • Continue school participation in District stakeholder events • Establish a committee to develop plans for the celebration of Joseph Welsh School's 50th Anniversary 2010/2011 					

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.	84.0	90.3	Very High	Declined	Good
<p>Strategies</p> <ul style="list-style-type: none"> • Focus on professional development for staff on the fundamentals of effective pedagogy and instructional practices • Highlight District initiatives, best practices and research at staff meetings • Promote positive educational and lifestyle choices through parent newsletters • Implement the first year of the Alberta Initiative For School Improvement: Effective Pedagogy and Instructional Practices • Provide a high quality Professional Development program for all staff • Continue to grow as a Professional Learning Community specifically focusing on three questions: What is it we wish students to learn? How do we know they've learned it? What do we do if they do not learn it? • Review the school mission and vision statement. After review, make it a priority to continue to communicate these effectively with students and parents • Utilize PAT, CCAT and CAT 3 testing to analyze student learning • All staff complete professional growth plans and meet with school administration to discuss these plans • Educational Assistants have been re-assigned to new students and/or classrooms • Educational Assistants meet once a month as a group with administration • Educational Assistants attend several workshops and/or conferences throughout the year • Implement the District's Occupational Health and Safety Plan 					

Budget Highlights

Joseph Welsh Elementary School		
Budget		
2009 – 2010		
Revenue		
Program Allocations	\$1,619,865.00	
Miscellaneous Add Backs*	\$ 55,546.00	
Transfers From Other Sites**	\$ 469,353.00	
Other Revenue	<u>\$ 13,792.00</u>	
Total Allocations		\$2,158,556.00
Expenditures		
Certified Salary	\$1,748,139.00	
Uncertified Salary	\$ 295,798.00	
Miscellaneous Personnel	\$ 764.00	
Contracted and General Supplies	\$ 22,071.00	
Furniture and Equipment	\$ 2,751.00	
AISI	\$ 40,000.00	
Supplies	\$ 45,033.00	
School Generated Funds	<u>\$ 4,000.00</u>	
Total Expenditures		<u>\$2,158,556.00</u>
Net Surplus		<u>\$ 0.00</u>
<p>* Includes FSL Grant, Learning Resources Credit, Lunchroom Supervision Allocation, and AISI Allocation. ** Includes Special Education Allocation and Class Size Initiative Allocation</p>		