

## Planning and Priorities

**KEY PRIORITIES** - The District Education Plan is grounded on three key priorities

- Literacy and Numeracy
- Equity
- Student Success and Completion

**ASSURANCE MODEL** - Red Deer Public is one of five jurisdictions piloting the Assurance Model for Alberta Education. Planning and reporting for the district is based on a commitment to continuous improvement and includes the following elements:

- Ensuring plans are aligned with provincial, district and community priorities
- Incorporates stakeholder input through a variety of consultation processes
- Prepares budgets that allocate resources to achieve goals and improve results
- Implements strategies to maintain or improve student learning and achievement
- Monitors implementation and adjusts efforts as needed
- Measures analyzes and reports results
- Uses results to identify areas for improvement and to develop strategies and targets for future plan
- Communicates with stakeholders about school authority plans and results

Schools will develop their own plans that align and are consistent with district and provincial priorities. As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007).

**SUPPORTING STUDENTS** - To better meet the needs of students, a priority will be to provide timely intervention and differentiated supports. To address the diverse needs across the district, supports and funding will be provided to targeted schools. Further,

the district will build on the success of the Learning Support Teams through the addition of Mental Health Therapists, to further build the capacity of staff to meet the needs of diverse learners.

**INTERCONNECTIONS** - There are strong links between the focus areas – these are not stand alone priorities – each of the areas overlap in meeting the needs of all students.

**FIRST NATIONS, MÉTIS AND INUIT (FNMI) LEARNERS** - Red Deer Public Schools is committed to supporting the success of FNMI students. Each of the focus areas, and the strategies associated with them, will provide significant opportunities to enhance achievement of our FNMI students. The District will be targeting support for FNMI students and schools will be accountable for implementation of programming and supports to address specific needs of FNMI students.

**AN EVOLVING PLAN** - Our District Education Plan has been and will continue to be a dynamic process. Elements of the plan, particularly with regard to strategies and performance measures are a work in progress. This process will ensure for appropriate engagement and the use of meaningful data that will support sound decision making.

## Budget

|   | Spring Budget 2017/18 | Fall Budget 2016/17  |
|---|-----------------------|----------------------|
| <b>REVENUE</b>                          |                       |                      |
| Alberta Education                       | \$115,082,626         | \$112,423,926        |
| Government of Alberta - Other           | \$403,717             | \$348,371            |
| Federal Government and/or First Nations | \$161,495             | \$155,792            |
| Other Alberta School Authorities        | \$275,233             | \$267,626            |
| Fees                                    | \$1,928,109           | \$1,531,409          |
| Other Sales and Services                | \$1,695,964           | \$2,335,461          |
| Investment Income                       | \$104,469             | \$103,006            |
| Gifts and Donations                     | \$347,235             | \$233,540            |
| Rental of Facilities                    | \$166,425             | \$143,498            |
| Fundraising                             | \$20,144              | \$129,048            |
| Other Revenue                           | \$260,000             | \$210,495            |
| <b>TOTAL REVENUE</b>                    | <b>\$120,445,417</b>  | <b>\$117,882,352</b> |
| <b>EXPENSES</b>                         |                       |                      |
| Instruction                             | \$98,367,251          | \$96,237,259         |
| Plant Operations and Maintenance        | \$15,535,381          | \$15,101,367         |
| Transportation                          | \$2,736,348           | \$2,772,713          |
| Administration                          | \$3,806,437           | \$3,771,013          |
| External Services                       | \$0                   | \$0                  |
| <b>TOTAL EXPENSES</b>                   | <b>\$120,445,417</b>  | <b>\$117,882,352</b> |
| <b>SURPLUS (DEFICIT)</b>                | <b>\$0</b>            | <b>\$0</b>           |

### CAPITAL PLAN

The Board of Trustees approved the 2016-19 Three Year Capital Plan on March 23, 2016 and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

- New Grade 6-8 School in North East Red Deer, 600 spaces (Timber Ridge)
- The modernization of Glendale School (CTS upgrade, mechanical and functional, and functional upgrade to science school standards)
- The modernization of École Oriole Park Elementary (full mechanical and electrical)
- The modernization of Fairview Elementary School (full mechanical and electrical)
- The modernization of Eastview Middle School (Architectural w/minor mechanical/electrical)
- New Grade 9-12 High School, East Red Deer, 1000 spaces
- The modernization of Joseph Welsh Elementary School (full mechanical and electrical)
- New K-5 School North of Highway 11A, 500 spaces

LITERACY & NUMERACY

EQUITY

STUDENT SUCCESS & COMPLETION

LITERACY & NUMERACY

EQUITY

STUDENT SUCCESS & COMPLETION

**We Are...**

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## District Education Plan

2017 | 18 to 2019 | 20

**We Are...**

STUDENT SUCCESS & COMPLETION

EQUITY

LITERACY & NUMERACY



Red Deer Public Schools

## Message from the Board Chair

On behalf of the Board of Trustees, it is my pleasure to present the District Education Plan for Red Deer Public Schools. We are proud to share our plans and aspirations for our students with you.

Our district is recognized for providing high quality learning opportunities for all students. A commitment to continuous improvement has resulted in a diverse range of programs, supports and services as well as outstanding results. While the economic climate has had an impact on our community, we believe Red Deer continues to be a vibrant and growing community and we are enthusiastic about our opportunities to serve students and their families. Our entire community has a vested interest in the public school education system. What we achieve as a District can only be attributed to the strong team of people who participate and depend on our education system.

We are excited to open Don Campbell Elementary School in the Inglewood community in September 2017. September will also see the implementation of new attendance boundaries for many of our elementary schools. Following a year of planning and preparation for these changes, we feel we are able to best accommodate students across the district, and can optimize the utilization of all our schools. In partnership with the City of Red Deer, we look forward to offering community space in our newest school. Construction will also begin on our replacement school for Westpark Middle School.

October will see the election for School Board Trustees. This recognizes the important role that locally elected trustees play in the governance and setting of direction for public school education in Red Deer.

Along with these opportunities, Red Deer Public faces challenges in the year ahead. While our priority is on meeting the needs of all students, we are particularly focused on the specific and unique needs of our diverse learners. Our programming includes supports that provide equitable opportunities for such groups as our First Nations, Métis and Inuit students, our English Language Learners, the bright beginners in our Pre-Kindergarten Programs, and those who choose to finish high school through our Alternative School Centre and Finish Line Program.

We continue to face significant financial challenges. The per student grant from the provincial government has remained the same for the last seven years and we have become as efficient as we can be. At some point, this will have an impact on student learning. Our long history of good financial stewardship has left us in a position to limit the impact on students in the classroom. This comes, however, with some difficult choices. The Board is committed to being sound and responsible stewards of your public dollars. We will continue to do so, while lobbying the government for adequate, predictable, and sustainable funding.

We will continue to work and partner with you, our community, to provide what it is that you tell us you want and expect from us. We will continue to press forward and collaborate with the provincial government as they move forward with their education agenda. We will continue to strive for excellence by inspiring learning and nurturing hope in every student. We look forward to a promising and bright future.

Bev Manning



### BOARD OF TRUSTEES

Bev Manning, Board Chair  
Cathy Peacocke, Vice Chair  
Bill Christie  
Dick Lemke

Dianne Macaulay  
Bill Stuebing  
Jim Watters

## Accountability Statement for the Three-Year Education Plan

The Education Plan for the Red Deer Public Schools, for the three years commencing September 1, 2017, was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Planning and Transparency Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2017-2018 to 2019-2020 on June 14, 2017.



### SENIOR ADMINISTRATION

Stu Henry, Superintendent of Schools  
Ron Eberts, Associate Superintendent – Technology & Information Services  
Chad Erickson, Associate Superintendent – Student Services  
Nicola Golby, Associate Superintendent – Learning Services  
Rob Moltzahn, Associate Superintendent – Human Resources  
Della Ruston, Associate Superintendent – System Services  
Bruce Buruma, Corporate Secretary & Director of Community Relations  
Colin Cairney, Corporate Treasurer

## Superintendent Message

The District Education Plan sets the strategic direction for Red Deer Public Schools. The highest priority for the district is the success of every child in school. The plan includes outcomes, strategies and performance measures the district and our schools will follow to achieve this.

Our District Education Plan responds to our local priorities and aspirations as well as those of Alberta Education. We have narrowed our focus to key priorities and actions following extensive consultation and involvement with our stakeholders. We continue to look at a wide range of data, research and trends to ensure the plan is focused on key priorities. It is through this extensive process that we recognized opportunities to ensure our education plan is a valuable and compelling document for the district and our schools.

This year, wanting to be most responsive to the needs of all students, and with the input and help of our community, we have updated our priorities, which are:

- Literacy and Numeracy
- Equity
- Student Success and Completion

These priorities build on the significant growth we have achieved together in literacy, equity and completion, but go even further to focus on the success for every one of our students.

We believe these three areas provide the greatest opportunity for the district and our schools to have a significant impact on student success. By focusing on these priorities, the District Education Plan, and through it individual School Education Plans, becomes increasingly relevant and strategic. In this spirit, Red Deer Public Schools is one of five school jurisdictions piloting the new "Assurance Model." This will allow us to engage with our community to identify and be responsive to the highest needs and priorities in the district while also meeting provincial outcomes.

This is an ambitious plan that builds a culture on respect, inclusion, caring and excellence where every student succeeds.

Stu Henry

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|---|--|---|
|   |  |   |
| <b>PRIORITY</b>                         | <h1>LITERACY &amp; NUMERACY</h1>   | <h1>EQUITY</h1>   |
| <b>DEFINITION</b>                       | <ul style="list-style-type: none"> <li>• Literacy and Numeracy refers to the ability of students to effectively and confidently work with words and numbers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Equity ensures fairness for all students through: excellence in instruction, support for students and a reduction of barriers.</li> </ul>  |
| <b>OUTCOMES AND STRATEGIES</b>          | <p><b>Each learner is proficient in the areas of reading, writing, speaking and listening.</b></p> <ul style="list-style-type: none"> <li>• Continue implementation of the District's Literacy Framework, with a focus on Fountas &amp; Pinnell Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.</li> <li>• Continue the use of Literacy Coaches in targeted schools.</li> <li>• Implement opportunities for increased parental involvement to support literacy in the home.</li> <li>• Expand the use of guided reading resources containing local First Nations and Métis perspectives.</li> </ul> <p><b>Each learner is proficient in the areas of reasoning and applying numerical concepts.</b></p> <ul style="list-style-type: none"> <li>• Establish a Math Steering Committee.</li> <li>• Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers.</li> <li>• Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.</li> <li>• Refine the use of the Math Intervention/ Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes.</li> <li>• Explore and implement opportunities for increased parental involvement to support numeracy in the home.</li> </ul>  | <p><b>All staff have the ability to meet the diverse needs of all students through excellent instruction.</b></p> <ul style="list-style-type: none"> <li>• Continue implementation of the Pyramid of Support and REFRESH model in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle.</li> <li>• Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.</li> <li>• Build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice.</li> <li>• Build capacity with staff in the areas of social and academic language for students with English as a Second Language.</li> </ul> <p><b>Students are supported in their academic, behavioural, social and emotional well-being.</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a universal approach to the delivery of the Health and Life Skills curriculum.</li> <li>• Continue to implement the district-wide Comprehensive School Health model.</li> <li>• Engage in a pilot project with Alberta Health Services to implement mental health support in targeted schools.</li> <li>• Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI "Point People", Mental Health Therapists, School Counsellors, and Parents.</li> </ul> <p><b>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</b></p> <ul style="list-style-type: none"> <li>• Equitably allocate staff and resources.</li> <li>• Enhance and support ease of access for families.</li> <li>• Develop a District Equity Fund in collaboration with The Foundation for Red Deer Public Schools.</li> <li>• Continue to examine fees and fundraising in the district.</li> </ul> |
| <b>PERFORMANCE MEASURES</b>             | <ul style="list-style-type: none"> <li>• Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 &amp; 9 English Language Arts Provincial Achievement Tests and English 30-1 and English 30-2 Diploma Examinations. (AE)</li> <li>• Percentage of students in Grades 1 to 8 who are reading/literate within one year of grade level. (RDP)</li> <li>• Survey result scores for literacy satisfaction by students, parents and staff. (RDP)</li> <li>• Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>• Percentage of students in Grades 2-9 who are numerate within one year of grade level, as reported through the Math Intervention/ Programming Instrument (MIPI).</li> </ul>  | <ul style="list-style-type: none"> <li>• Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations. (AE)</li> <li>• Overall agreement that students are safe at school and learning the importance of caring. (AE)</li> <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 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> <li>• Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)</li> </ul>   |
| <b>STUDENT SUCCESS &amp; COMPLETION</b> | <ul style="list-style-type: none"> <li>• School is about the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</li> </ul> <p><b>Children have an excellent start to their learning journey in Pre-Kindergarten and Kindergarten.</b></p> <ul style="list-style-type: none"> <li>• Develop common practices across the district to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness.</li> <li>• Develop common practices across the district to create learning environments that focus on exploration, play, and inquiry.</li> </ul> <p><b>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</b></p> <ul style="list-style-type: none"> <li>• Strategies as outlined in the priority of Literacy &amp; Numeracy.</li> </ul> <p><b>Students experience effective transitions between grades and between schools.</b></p> <ul style="list-style-type: none"> <li>• Develop a task force for successful transitions (by grade and school).</li> <li>• Monitor and respond to student progress throughout each reporting period.</li> <li>• Continue, and refine, the district's attendance tracking process and increase the focus of the school-based Learning Team to support improved attendance.</li> <li>• Provide transition support for First Nations, Métis, and Inuit students.</li> </ul> <p><b>Students experience character education programming in Grades 1-9.</b></p> <ul style="list-style-type: none"> <li>• Highlight and promote the character education programming in district schools.</li> </ul> <p><b>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</b></p> <ul style="list-style-type: none"> <li>• Continue the implementation of the <i>Moving Forward with High School</i> Redesign project.</li> <li>• Increase the use of <i>My Blueprint</i> at all high schools to support career exploration and development activities.</li> <li>• Continue to monitor student academic progress and respond appropriately.</li> </ul> |   |