



# School Education Plan 2017-2018 to 2019-2020

G H Dawe Community School



## G H Dawe Community School

100 - 56 Holt Street  
Red Deer, Alberta, T4N 6A6  
Phone: (403) 343-3288  
Fax: (403) 342-4268  
Website: <http://ghdawe.rdpsd.ab.ca>

School Administration:  
Principal: Sue Carmichael  
Vice Principal: Aaron Langstraat

### School Profile:

We are located in the North Part of Red Deer, just off 67 Street and Riverview Avenue. We are attached to the G. H. Dawe Recreation Centre and St. Patrick's Community School. We serve Highland Greens, areas on the North side of Oliver Street (Oates Green, Odell) and all of the Pines area.

#### Programs:

- |                    |                |
|--------------------|----------------|
| - Pre-Kindergarten | - Kindergarten |
| - Grades 1 – 8     | - Foundations  |

Anticipated Student Enrolment: 338 FTE

#### Anticipated Staff Profile:

- 23 Teachers (20.05 FTE)
- 18 Classified Staff (14.60 FTE)
- 2 Facility Services Staff (1.50 FTE)
- **43 Total Staff**

### School Education Plan Development and Communication:

The G H Dawe Community School Education Plan has been developed in consultation with school staff and stakeholders. 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 H Dawe Community School Education Plan is available at the school and is posted on our website at:

<http://ghdawe.rdpsd.ab.ca> in the "About Us" section.

Accountability Pillar Overall Summary  
 3-Year Plan - May 2017  
 School: 4455 G H Dawe Community School



Alberta Education: School Accountability Pillar Report Card:

Measure Category	Measure Category Evaluation	Measure	G H Dawe Community 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	Good	<u>Safe and Caring</u>	84.6	86.9	86.8	89.5	89.5	89.3	High	Maintained	Good
		<u>Program of Studies</u>	70.4	79.8	77.7	81.9	81.9	81.5	Low	Maintained	Issue
		<u>Education Quality</u>	92.1	94.0	92.8	90.1	90.1	89.6	Very High	Maintained	Excellent
		<u>Drop-Out Rate</u>	*	n/a	n/a	3.0	3.2	3.3	*	*	*
		<u>High School Completion Rate(3 yr)</u>	n/a	n/a	n/a	77.9	78.5	78.1	n/a	n/a	n/a
Student Learning Opportunities	n/a	<u>PAT:Acceptable</u>	64.5	62.5	62.8	73.6	72.9	73.4	Very Low	Maintained	Concern
		<u>PAT: Excellence</u>	12.1	4.7	3.0	19.4	18.8	18.6	Low	Improved	Acceptable
		<u>Diploma: Acceptable</u>	n/a	n/a	n/a	85.0	86.2	85.1	n/a	n/a	n/a
		<u>Diploma: Excellence</u>	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		<u>Diploma Exam Participation Rate (4+ Exams)</u>	n/a	n/a	n/a	54.9	64.6	53.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	<u>Advanced Scholarship Eligibility Rate</u>	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
		<u>Transition Rate (0 yr)</u>	n/a	n/a	n/a	57.9	58.4	59.3	n/a	n/a	n/a
		<u>Work Preparation</u>	91.7	91.2	89.8	82.7	82.6	81.9	Very High	Maintained	Excellent
		<u>Citizenship</u>	75.1	83.5	81.0	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
		<u>Parental Involvement</u>	77.2	86.8	84.5	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable										
Continuous Improvement	Acceptable	School Improvement	75.4	81.6	81.0	81.4	81.2	80.2	Intermediate	Maintained	Acceptable

Priority	<h2 style="text-align: center;">Literacy And Numeracy</h2> <p style="text-align: center;">...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<b>Outcomes and Strategies</b>	<p><b><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></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, recording the data, and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.</li> <li>● Continue the use of a Literacy Coach.</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> <li>● Continue the use of Daily 5 and CAFE intervention strategies.</li> <li>● Streamlining and condensing what writing outcomes are being focused at each grade level.</li> <li>● Differentiated PD based on teacher experiences with writing.</li> <li>● Continue to benchmark classroom libraries and buy resources in areas of need.</li> <li>● Continue to implement Pyramid of Supports through daily R.T.I. and intentional literacy interventions by L.A.T.s and Literacy Coach.</li> </ul> <p><b><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● Establish a Numeracy Committee.</li> <li>● Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers.</li> <li>● Develop meaningful PD based on the resources <i>Mathematical Mindset</i> (Jo Boaler), <i>Visible Learning for Mathematics: What works best to optimize student learning</i> (John Hattie), and <i>Visualizing and Verbalizing for Language Comprehension and Learning</i> (Nanci Bell).</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>● Continue the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-8 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> <li>● Develop a Numeracy Benchmarking program for Grades 2-8.</li> <li>● Continue to develop a Growth Mindset for both students and staff.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Percentage of students who write the Provincial Achievement Tests (PATs) who achieve the acceptable standard and the standard of excellence on Grade 6 English Language Arts and Mathematics PATs. (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 2-8 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).</li> <li>● Number of teachers who implement <i>6 Traits Narrative and Expository Writing</i>.</li> </ul>

<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 Strategies</b></p>	<p><b><i>Each staff member has the ability to meet the diverse needs of all students through excellent instruction.</i></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’ 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> <li>● Continued development of teacher capacity to improve students’ growth mindset.</li> <li>● Build capacity with staff through Violent Threat Risk Assessment training.</li> </ul> <p><b><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></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>● Specific weekly allotted class time for Health and Life Skills classes.</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 Practitioners, School Counsellors, and Parents.</li> <li>● Continue to implement the FNMI School Based Committee, which may include Administrators, Teachers, Parents, Community Liaison Workers, Educational Assistants, and Parents.</li> <li>● Through nutritional programs that support learning; Breakfast for Learning program, snack programs, Salvation Army backpack program.</li> <li>● Through support of free community based programs: Youth in Action, Kids in Action, Mentorship Program, Music Explorers Program (Collaborative effort with the Red Deer Symphony Orchestra, The Foundations for Red Deer Public Schools, and G H Dawe School), and After School Student Cooking Club.</li> <li>● Boks Program - empowers parents, teachers, schools and local volunteers to give kids a body and brain boost that will set them up for a day of learning.</li> <li>● Supporting student athletics through dedicated staff, gymnasium time, and reduced fees.</li> <li>● Bringing expert fine arts programs in to supplement curricular objectives; Trickster Theatre.</li> <li>● Continued implementation of mandatory band classes for Grade 6 and introducing a Grade 7 and 8-band option class.</li> <li>● Implementation of a daily homework class for Grades 6 to 8.</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity (Continued)</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 Strategies</b></p>	<p><i>Through the reduction of barriers, each student is able to access the supports and services they need to achieve success.</i></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> <li>● Dedicated full time FTE Community Liaison Worker and a half time FTE School Counsellor.</li> <li>● Integration of a volunteer Mentorship Program Coordinator.</li> <li>● Ease of access for families to get support for Doctor’s visits, taking parents to appointments, assistance with the court system, attendance improvement, etc.</li> </ul>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Percentage of students who write and achieve 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> <li>● Overall number of students and families accessing Community Liaison Worker and Counselling support. (GHD)</li> <li>● Percentage of students whose attendance improves. (GHD)</li> </ul>

<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 Strategies</b></p>	<p><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></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> <li>● Focused Kindergarten Professional Development as well as mentorship and transitions with our outgoing teacher.</li> </ul> <p><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy</i></p> <ul style="list-style-type: none"> <li>● Strategies as outlined in the priority of Literacy &amp; Numeracy.</li> </ul> <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> <li>● Grade 8 transition team consisting of LAT, CLW, Counsellor, G H Dawe Admin., and Lindsay Thurber Comprehensive High School Admin. and Counsellor.</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>● Focused Mental Health support for students and families struggling with attendance and behaviour through the CLW, Counsellor, and Mental Health Therapist.</li> <li>● Provide transition support for First Nations, Métis, and Inuit students.</li> <li>● Grade 8 orientation day at LTCHS and supported registration with Transition Team on-site at G H Dawe School.</li> </ul> <p><i>Students experience character education programming in Grades 1-9.</i></p> <ul style="list-style-type: none"> <li>● Intentional character education program from Pre-K to Grade 8 focused on the 7 Strengths (Hope, Grit, Self-Control, Enthusiasm, Curiosity, Respect, and Gratitude).</li> <li>● Continued implementation of the Terrific Kid award for Kindergarten to Grade 3 based on the 7 Strengths.</li> <li>● Student goal setting based on 7 Strengths from Grade 4 to 8 and when achieved, receiving a Strength t-shirt.</li> <li>● Implement District Mental Health lessons when available.</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Student Success And Completion (Continued)</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 Strategies</b></p>	<p><i>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</i></p> <ul style="list-style-type: none"> <li>● Continue the implementation of the <i>Moving Forward with High School Redesign</i> 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>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>● Overall satisfaction with the quality of basic education. (AE)</li> <li>● High school completion rate of students within three, four, and five years of entering Grade 10. (AE)</li> <li>● High school to postsecondary transition rate of students within six years of entering Grade 10. (AE)</li> <li>● Students identified with attendance issues. (RDP)</li> <li>● Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical 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>● Referrals to the office for student behaviour. (GHD)</li> <li>● High School Completion rate of students who have attended G.H. Dawe School. (GHD)</li> </ul>