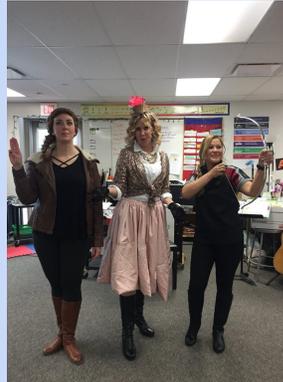




School Education Plan 2018-2019 to 2020-2021

G.H. DAWE



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School Address:

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: Jeremy Horlings

School Profile:

We are located in the North Part of Red Deer, just off 67th 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
- Grades 1 – 8
- Kindergarten
- Foundations

Anticipated Student Enrolment: 320 FTE

Anticipated Staff Profile:

- 21 Teachers (19.40)
- 15 Classified Staff (420 hours)
- 02 Facility Services Staff (1.5)
- **38 Total Staff**

School Education Plan Development and Communication:

The G.H. Dawe 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 School Education Plan is available at the school and is posted on our website at: <http://ghdawe.rdpsd.ab.ca>

Alberta Education: School Accountability Pillar Report Card

Measure Category	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	Safe and Caring	89.4	84.6	85.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.6	70.4	76.7	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	93.4	92.1	92.7	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	60.5	64.5	55.4	73.4	73.6	73.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	3.9	12.1	6.0	19.5	19.4	18.8	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.7	91.7	90.1	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	86.1	75.1	79.4	83.0	83.7	83.7	Very High	Improved	Excellent
	Parental Involvement	74.2	77.2	82.5	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	85.5	75.4	79.0	80.3	81.4	80.7	Very High	Improved	Excellent

Outcomes, Strategies, and Performance Measures:

Priority	<h3 style="text-align: center;">Literacy And Numeracy</h3> <p style="text-align: center;">...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p style="text-align: center;">Outcomes and Strategies</p>	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <ul style="list-style-type: none"> ● Continue implementation of the District’s Literacy Framework, with a focus on Fountas & Pinnell Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension. ● Continue the use of a Literacy Coach. ● Continue to implement Pyramid of Supports through daily R.T.I. and intentional literacy interventions by L.A.T.s and Literacy Coach. ● Implement opportunities for increased parental involvement to support literacy in the home. ● Differentiated <i>6 Traits of Writing</i> based on teacher experiences with writing. We streamlined what writing outcomes are taught at each level in the 2017/2018 school year and now will be developing writing rubrics for each grade level. ● Continue using the “Royal Reading” program. Students who have read 100 or 200 books get to dress up as a king/queen for the day and have their picture displayed on a bulletin board. ● Expand the use of guided reading resources containing local First Nations and Métis perspectives. <i>Trickster Tales</i> from Scholastic were purchased in the spring of 2018 and will be used in the fall of 2018. These resources will be mixed in with Literacy Place resources to increase their use. ● Purchased two levels of the LLI (Leveled Literacy Intervention) system. K-2 teachers will attend Leveled Literacy Intervention on November 5th by Sherry Ratz. The system will be implemented in Division I. ● Improving student transition from level D to level E in F & P. The features of text change dramatically and students have to move from short vowels to learning long vowel rules, phonetic rules, etc. Our strategies include: <ul style="list-style-type: none"> ○ Scanning books into PDF, manipulating words on Smartboard, modelling the reading process, and picking out vowel combinations ○ BLITZ for grade 1 - Differentiated groupings, intense word work every day for an hour ○ Lots of Word Work games - more kinesthetic because they need to move. For example, words written on balls and then it turns into a basketball game. Students read the word first before dunking the ball. ○ Lots of guided reading with focused instruction on CAFE strategies ○ Consider doing BLITZ 2 times a year, maybe January & May/June ○ Consider BLITZ for grade 2 <p><i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● <i>Implement recommendations from the Math Steering Committee, and sub-committees, to improve teacher efficacy and instruction of Mathematics.</i> ● Select an LAT with a numeracy focus to improve our Math instruction. PD will be provided at most staff meetings. ● Implement 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. ● 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. ● Develop meaningful PD based on the resource <i>Becoming the Math Teacher You Wish You’d Had</i> (Tracy Zager) for Division I and continue using <i>Mathematical Mindset</i> (Jo Boaler) with Division II and III. <ul style="list-style-type: none"> ○ <i>Becoming the Math Teacher You Wish You’d Had</i> focuses on helping teachers move toward increasingly authentic, delightful, robust mathematics teaching and learning for themselves and their students. This important book helps us develop instructional techniques that will make the math classes we teach so much better. Tracy Zager focuses on what mathematicians do and brings an approach into the classroom that: develops

	<p>taking risks, making mistakes, precision, rising to a challenge, asking questions, connecting ideas, using intuition, reasoning, proof, and working together and alone. Zager has a detailed study guide for each chapter to help instructional leaders use this book with teachers.</p> <ul style="list-style-type: none"> ● Encouraging instructional leaders to attend “Guided Math and Math Running Records in Action K-6,” by Dr. Nicki Newton, on October 17th in Red Deer. ● Explore and implement opportunities for increased parental involvement to support numeracy in the home. Organize a Math Night for parents that Shari Jensen will present. ● Continue to foster a growth mindset for both students and staff.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests (Target: 83%). (AE) ● Percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests (Target: 13%). (AE) ● Percentage of students in Grades 1 to 8 who are reading/literate within one year of grade level (Target: 80%). (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff (Target: 90%). (RDP) ● 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). ● 100% of teachers in grades 1-6 using <i>Six Traits Narrative and Expository Writing</i> with a newly developed rubric and focusing on grade specific writing outcomes. (GHD)

<p>Priority</p>	<p style="text-align: center;">Equity</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>Outcomes and Strategies</p>	<p><i>All staff have the ability to meet the diverse needs of all students through excellent instruction.</i></p> <ul style="list-style-type: none"> ● 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. ● Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners. ● Build capacity with staff to incorporate First Nations, Métis, and Inuit perspectives into their practice. ● Build capacity with staff in the areas of social and academic language for students with English as a Second Language. ● Continued development of teacher capacity to improve students’ growth mindset. ● All staff will be trained in Neufeld’s “Making Sense of Aggression.” <ul style="list-style-type: none"> ○ “The key to making sense of aggression is to get past the violating behaviour to the emotional experience of the child and to what is missing in the child’s processing or functioning. It is only as the roots of the problem are dealt with that aggression can be effectively addressed.” <p><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● <i>Implement the “Valuing Mental Health” plan, focusing on: Prevention and Promotion; Early Intervention; Treatment; and Follow Up for students, staff and families to address mental health and wellness in the District.</i> ● <i>Implement the Grade K to 5 universal approach to the delivery of the Health and Life Skills curriculum, and develop the Grade 6 to 8 curriculum.</i> ● <i>Expand the district-wide Comprehensive School Health model, with an emphasis on mental health and wellness.</i> ● 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. ● Continue to implement the FNMI School Based Committee, which includes Administrator and Community Liaison Worker. ● Utilizing nutritional programs that support learning: Breakfast for Learning program, snack programs, Salvation Army backpack program. ● Hosting free community based programs: Mentorship Program and Music Explorers Program (Collaborative effort with the Red Deer Symphony Orchestra, The Foundations for Red Deer Public Schools, and G H Dawe School). ● Supporting student athletics through dedicated staff, providing busing, gymnasium time, providing more equipment (jerseys, knee pads, skates, helmets, etc.), and bringing in extra coaches from LTCHS for skill development. ● Bringing expert fine arts programs in to supplement curricular objectives; Quest Theatre. ● Continued implementation of mandatory band classes for Grade 6 and introducing a Grade 7/ 8 band option class. ● Continuation of a daily homework class for Grades 6 to 8. Continue use and development of “Silent Study” time, which improved student work completion and behavioral accountability. ● Continue to have Marvel College students cut hair in our school (i.e. - Over 100 students received free haircuts in the spring of 2018). ● Pursuit of bringing in an ophthalmologist to have free eye exams in school. <p><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></p>

	<ul style="list-style-type: none"> ● Equitably allocate staff and resources. ● Enhance and support ease of access for families. ● <i>Enhance and promote STEP UP, the student equity fund developed by the Foundation for Red Deer Public Schools.</i> ● Continue to examine fundraising in the district. ● Dedicated full time FTE Community Liaison Worker and half time FTE School Counsellor. ● Ease of access for families to get support for Doctor visits, taking parents to appointments, assistance with the court system, attendance improvement, etc.
Performance Measures	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations (Target: 85%). (AE) ● Overall agreement that students are safe at school and learning the importance of caring (Target: 90%). (AE) ● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years (Target: 83%). (AE) ● Overall percentage of students and parents who feel students receive the help and support they require at school (Target: 90%). (RDP) ● Overall percentage of students and parents who feel students are cared for and accepted at school (Target: 90%). (RDP) ● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school (Target: 90%). (RDP) ● Overall percentage of students meeting grade level expectations in their core subject areas (Target: 90%). (RDP) ● Overall number of students and families accessing Community Liaison Worker, Counsellor and Mental Health support. (GHD) ● Percentage of students whose attendance improves. (GHD) ● Overall number of students participating in extracurricular sports, quality of performance and team/individual results in sporting events (GHD)

Priority	<h2 style="text-align: center;">Student Success And Completion</h2> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes and Strategies	<p><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></p> <ul style="list-style-type: none"> ● 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. ● Develop common practices across the district to create learning environments that focus on exploration, play, and inquiry. <p><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></p> <ul style="list-style-type: none"> ● Strategies as outlined in the priority of Literacy & Numeracy. <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> ● Utilizing the Transitions Task Force, as well as community resources, develop and implement strategies for successful transitions (by grade and school). ● Monitor and respond to student progress throughout each reporting period. ● Utilize the Pyramid of Support model to focus on improving attendance for identified students. ● Focused Mental Health support for students and families struggling with attendance and behaviour through the CLW, Counsellor, and Mental Health Therapist. ● Provide transition support for First Nations, Métis, and Inuit students. ● Grade 8 transition team consisting of LAT, CLW, Counsellor, G H Dawe Admin., and Lindsay Thurber Comprehensive High School Admin. and Counsellor. ● Inviting former Dawe alumni who are graduating to come back for a special recognition celebration. ● Seeking opportunities for our students to participate in/attend Lindsay Thurber school events (ex - sporting events, FNMI scavenger hunt, sport camps, band performances, etc.). <p><i>Students experience character education programming in Grades preK-8.</i></p> <ul style="list-style-type: none"> ● Define and communicate the critical principles from which schools will build their respective character education programming. ● Intentional character education program from Pre-K to Grade 8 focused on the 7 Strengths (Hope, Grit, Self-Control, Enthusiasm, Curiosity, Respect, and Gratitude). <ul style="list-style-type: none"> ○ We believe character and integrity matter. What you want most is within student control, it is their behavior when someone treats them poorly, handling that moment well is more important than a fact or skill we want demonstrated. It lowers student stress level and puts the outcome more in their control. ● Continued implementation of the Terrific Kid award for Kindergarten to Grade 3 based on the 7 Strengths. ● Student goal setting based on 7 Strengths from Grade 4 to 8 and when achieved, receiving a Strength t-shirt. ● Staff summer reading includes: “Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom,” by Kristin Souers, and “Helping Children Succeed,” by Paul Tough.
Performance Measures	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests (Target: 73%). (AE) ● Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests (Target: 15.5%). (AE) ● Overall satisfaction with the quality of basic education (Target: 90%). (AE) ● Students identified with attendance issues. (RDP) ● Overall agreement that students model the characteristics of active citizenship (Target: 82%). (AE)

- Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education (Target: 85%). (AE)
- Referrals to the office for student behaviour. (GHD)
- High School Completion rate of students who have attended G.H. Dawe School. (GHD)