



School Education Plan 2023-2024 to 2025-2026

G H Dawe School



G.H. Dawe School

56 Holt Street
Red Deer, Alberta, T4N 6A6
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Website: <http://ghdawe.rdpsd.ab.ca/>

School Administration:
Principal: Braden Kilpatrick
Vice Principal: Dan Henry

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.

Anticipated Student Enrolment: 319 FTE

Anticipated Staff Profile:

- 20 Teachers (19 FTE)
- 15 Classified Staff (390 FTE)
- 2 Facility Services Staff (YY FTE)
- **37 Total Staff**

Opportunities and Challenges

G. H. Dawe School has a diverse and growing school population with a high number of English Language Learners. Our school continues to work on developing strong literacy and numeracy skills in all students as well. For the next three years, Dawe School has the opportunity to take part in the Integrated School Support Program.

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 Assurance Measures - Overall Summary (Fall 2022):

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 4455 G H Dawe Community School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	87.4	86.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	75.2	80.2	82.2	81.4	83.2	83.1	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	58.0	n/a	61.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	12.2	n/a	6.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.3	88.1	91.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (w/CRSLE)	77.0	78.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.0	78.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	64.5	67.4	81.6	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Outcomes, Strategies, and Performance Measures:

Priority	Throughline Priority (This outcome stretches across all three priority areas.)
Outcomes and Division Strategies	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
School-Based Performance Measures	<ul style="list-style-type: none"> ● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums. <p>Strategies at the school level include:</p> <ul style="list-style-type: none"> ● Use of targeted intervention groups (for example Read Live) ● DEAR time every single day ● UFLI phonics program (K-5) ● Use of district assessments to guide instruction ● Follow prioritised curriculum ● Targeted reading groups ● Communication and collaboration between teaching ● Differentiated instruction ● Cross curricular assignments that promote reading/writing/numeracy ● Literacy and numeracy - protected grade time (different academic levels split between grade teachers) ● "Flashback Friday" - constantly revisiting numeracy ● Year end math assessment
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports who achieved the acceptable standard, and the standard of excellence, on Grade 6 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) ● The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) ● The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE) ● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) ● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

<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 Division Strategies</p>	<p><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> ● Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. ● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. ● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
<p>Our School’s Strategies</p>	<ul style="list-style-type: none"> ● Monthly calendar character trait challenge - ideas sent home and returned at the end of the month return to be entered in a draw - Basket on display ● Caught doing good - staff cards can be handed out and be redeemed in “school store?” (glass - K-Kash? Dragon Dollars? Dawe Dollars?) ● Calibrate as a school if hats/hoods are allowed or not? Can we all be on the same page on some of these things? - School rules consistent <ul style="list-style-type: none"> ○ Begin the year with the non-negotiable rules - go through them - post them - refer to them - know the consequence as a whole staff ● Buddy activities ● Seven strengths activity leader ● One minute focus each week on the character trait - video or announcement that highlights the character trait ● Revisit wristbands to something with more buy-in <ul style="list-style-type: none"> ● Increase options/activities for students during recess ● Build community partnerships and bring in guest speakers ● Connection between younger kids and older kids
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Overall agreement that our students model the characteristics of active citizenship. (AE) ● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)

<p>Priority</p>	<p style="text-align: center;">Student Success And Completion</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>
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<p>Outcomes And Division Strategies</p>	<p><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></p> <p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p>
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people. <ul style="list-style-type: none"> ● Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. <ul style="list-style-type: none"> ○ Aligning our character traits with the district's core values - A visual where they fit within ours? ○ Monthly character traits determined and sent out for the year ○ Attendance recognition - including lates - certificate, chocolate bar, Dawe Dollars? ● Use of Dawe Character Traits <ul style="list-style-type: none"> ○ Focus on small daily recognition instead of monthly ○ Align assemblies and communication with parents with Dawe Character Traits ○ Build feeling of ownership of the school ● Attendance recognition ● Build connections between grades <ul style="list-style-type: none"> ○ Reading Buddies, Assembly Groups
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (AE) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) ● 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 (Target: 90%). (RDP) ● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)