



Normandeu School

School Education Plan 2017/18 to 2018/19

61 Noble Ave
Red Deer, Alberta T4P 2C4

Phone: 403-342-0727
Fax: 403- 343-0321
Website:
normandeu.rdpsd.ab.ca

Principal: JW Huizing
Vice Principals: S. Fowler-Greene and
L. Peters

School Profile:

- Anticipated student enrollment = 425 students from pre-Kindergarten to grade 8
- Anticipated Staff Profile (FTE):
 - Teachers = 23
 - Facility Services Staff = 1.5
 - Classified Staff = 11
 - CLW/ Counsellor (6-8) = 1.5

Vision, Mission, Beliefs:

We grow together

Opportunities and Challenges:

Seeking to promote an effective culture of learning via literacy, equity and success

New Directions:

This year we are instituting two new projects that we hope will increase the literacy and numeracy skills of our students. We are setting up a Literacy Centre within our school to help target students in each Division as we begin our guided reading program. We are also looking to increase efficiencies in how we formally and informally assess students via exemplars, rubrics and effective worksheets. As a result, we are also beginning the task of how we celebrate student success in academic, social, and emotional skill sets.

School Education Plan Development and Communication:

The Normandeu 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 Normandeu School Education Plan is available at the school and is posted on our website at: www.normandeu.rdpsd.ab.ca

Alberta Education – School Accountability Pillar Report Card

Other Notes:

Measure Category	Measure Category Evaluation	Measure	Normandeu 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	Excellent	Safe and Caring Program of Studies Education Quality Drop Out Rate	91.4 88.2 93.9 *	92.1 81.4 94.5 n/a	88.4 78.7 91.1 n/a	89.5 81.9 90.1 3.0	89.5 81.9 90.1 3.2	89.3 81.5 89.6 3.3	Very High Low Very High *	Maintained Declined Maintained *	Excellent Issue Excellent *
Student Learning Opportunities	n/a	High School Completion Rate (HSCR)	n/a	n/a	n/a	77.9	76.5	78.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable PAT: Excellence PAT: Acceptable Diploma: Excellence Diploma Exam Pass/Fail Rate (4+ Exams) Rutherford Scholarship Eligibility Rate Transition Rate (6-yr) Work Preparation Citizenship	4.1 61.7 n/a n/a n/a n/a n/a	1.4 64.9 n/a n/a n/a n/a n/a	2.2 63.5 n/a n/a n/a n/a n/a	19.4 73.6 86.0 21.0 54.9 62.3 67.9	18.8 72.9 85.2 21.0 54.6 60.8 59.4	18.6 73.4 85.1 20.5 53.1 60.8 59.3	Very Low Very Low n/a n/a n/a n/a n/a	Maintained Maintained n/a n/a n/a n/a n/a	Concern Concern n/a n/a n/a n/a n/a
Parental Involvement	Excellent	Parental Involvement	88.2	79.7	80.9	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.0	85.6	78.9	81.4	81.2	80.2	Very High	Improved	Excellent

For more information on the School Education Plan please contact the school principal.

Priority	Literacy And Numeracy	Equity	Student Success And Completion
Definition	...refers to the ability of students to effectively and confidently work with words and numbers.	...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.	<ul style="list-style-type: none"> ... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.
Outcomes and Strategies	<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 Literacy Coach and create small group activities for grades 1-3 in literacy acquisition Implement opportunities for increased parental involvement to support literacy in the home. Expand the use of guided reading resources in all classrooms, including local First Nations and Métis perspectives. Set up PAT skill building sessions for grade 6 students utilizing the LAT, the classroom teachers, available EAs, and the Literacy Coach Continue work with the District Literacy and Numeracy Steering Committee to establish and implement a literacy framework using best strategies Organize tiered sessions on Friday mornings to create opportunities for teachers to work with small homogenous groups within class, focusing on literacy and numeracy skill building <p><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></p> <ul style="list-style-type: none"> Encourage staff to join the district Numeracy Steering Committee. Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers. 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. All staff will read the book <i>Mathematical Mindset</i> by Jo Boaler Refine the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-8 are re-benchmarked and the data is individually recorded for instructional planning purposes. Explore and implement opportunities for increased parental involvement to support numeracy in the home. 	<p><i>Each staff member has 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 in the areas of social and academic language for students with English as a Second Language. Continue the role of the school-based equity committee Continue the growth and oversight of the school-based benevolent fund <p><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> Develop and implement a universal approach to the delivery of the Health and Life Skills curriculum. Continue to implement the district-wide Comprehensive School Health model. Engage in a pilot project with Alberta Health Services to implement mental health support in targeted schools. Continue to implement the Supports for Students model via the teachers and administration, LATs, counsellor, AHS and CLW. Continue with the Zones of Regulation programme and combine it with our current PBIS model Continue SMART Friday activities and workshops for all students to enhance varied learning opportunities <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"> Equitably allocate staff and resources. Enhance and support ease of access for families. Develop a District Equity Fund in collaboration with The Foundation for Red Deer Public Schools. Continue to examine fees and fundraising in the district. 	<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 to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness. Develop common practices 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. Identify students according to the pyramid of support model - grouping according to needs and abilities <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> Monitor and respond to student progress throughout each reporting period. Continue, and refine, the district's attendance tracking process and increase the focus of the Student Support Team to improve attendance. Provide transition support for First Nations, Métis, and Inuit students. Provide transition support for grade 8 students to high school <p><i>Students experience character education programming in Grades Pre-K to 8.</i></p> <ul style="list-style-type: none"> Highlight and promote the character education programming in district schools.
	<ul style="list-style-type: none"> Provide diverse opportunities for real and meaningful stakeholder engagement that is focused on student success. Continue to implement the Supports for Students Model and Comprehensive School Guidance and Counselling Model. Continue to support Learning Assistance Teams to ensure a focus on FNMI students, diverse learners, literacy, numeracy and competencies. <ul style="list-style-type: none"> Continue to implement a district-wide comprehensive school health strategy. Continue to implement the district strategies in support of the provincial Learning and Technology Policy Framework. Share qualitative and quantitative data with all staff to develop a clear understanding of the diversity that exists within our district. Develop educational initiatives that build intercultural competencies, an understanding of the international community and a sense of global citizenship. 		

Performance Measures	<ul style="list-style-type: none"> • Overall satisfaction with the quality of basic education. (AE) • Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) <ul style="list-style-type: none"> • STARS (Student Tracking and Recording System) data for FNMI and targeted learners. (RDP) • Results of French Immersion Satisfaction Surveys and Second Language Performance and Offerings Assessment 		
	<ul style="list-style-type: none"> • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 • Percentage of students in Grades 1 to 8 who are reading/literate within one year of grade level. (RDP) • Survey result scores for literacy satisfaction by students, parents and staff. (RDP) • Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA). • 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). 	<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. (AE) • Overall agreement that students are safe at school and learning the importance of caring. (AE) • Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) • Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)~ • Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP) • Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP) 	<ul style="list-style-type: none"> • Data from the Pre-K and Kindergarten Early Years Evaluation - Teacher Assessment EYE-TA and DA). • Overall satisfaction with the quality of basic education. (AE) • Students identified with attendance issues. (RDP) • Overall agreement that students model the characteristics of active citizenship. (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. (RDP)