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School Education Plan 2025-2026 to 2027-2028

Annie L. Gaetz Elementary School



Gators



Annie L. Gaetz Elementary School

32 Mitchell Avenue
Red Deer, Alberta, T4R 2S1
Phone: 403-347-5660
Website: <https://algaetz.rdpsd.ab.ca/>

School Administration:
Principal: Michael McCorquindale
Vice Principal: Kerrie-Ann Dalstra

School Profile:

Annie L. Gaetz is a K-5 school with a school population of about 240 students. Our population includes students from Morrisroe as well as Deer Park. Our school focus is on increasing academics through dedicated literacy and math focused support blocks as well as Fine Arts.

Anticipated Student Enrolment: 240 FTE

Anticipated Staff Profile:

- 15 Teachers (13.9 FTE)
- 6 Classified Staff (5.3 FTE)
- 2 Facility Services Staff (1.5 FTE)
- **23 Total Staff**

Vision, Mission, Beliefs:

In a place where children count, we will develop responsibility, self-esteem and academic excellence within our students.

Annie L. Gaetz is committed to providing the best possible education to all students through high quality teaching, engaging learning opportunities and a community based around safety and inclusion.

School Education Plan Development and Communication:

The Annie L. Gaetz 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 Annie L. Gaetz School Education Plan is available at the school and is posted on our website at:

<http://https://algaetz.rdpsd.ab.ca/>

Alberta Education Assurance Measures
Annie L. Gaetz
Overall Summary (Spring 2025):

Assurance Domain	Measure	Annie L. Gaetz 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	89.6	88.1	85.4	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	92.8	87.0	83.6	79.8	79.4	80.4	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.6	94.1	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	94.3	90.4	87.6	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	89.1	86.0	87.0	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	90.7	88.2	84.8	80.0	79.5	79.1	Very High	Maintained	Excellent

Strategies and Performance Measures:

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

<p>Outcomes</p>	<ul style="list-style-type: none"> • Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Students are active, healthy and well. • Students apply knowledge, understanding and skills in real life contexts and situations. • Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. • Students demonstrate understanding and respect for the uniqueness of all learners.
<p>Division Strategies</p>	<ul style="list-style-type: none"> • Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. • Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. • Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community
<p>Division Performance Measures</p>	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. • Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. • Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) • Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) • The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)

<p>School Strategies</p>	<ul style="list-style-type: none"> ● Staff at Annie L. Gaetz use a variety of diverse and flexible teaching strategies and assessments to enhance student learning. ● Through the use of multi-graded numeracy and literacy groups students will be challenged at their current level to develop the necessary skills to be successful. ● We will continue to enhance our community partnership with Red Deer Rebels to provide students with role models and a connection to the community and the pursuit of excellence. ● Utilize the relationship built with Indigenous partners within the education field to build FNMI knowledge and experiences for our students and staff. ● Multi grade supports in place for identified students in the specific areas of literacy and numeracy. ● Supporting social and emotional growth and building confidence in students with schoolwide WITS programming, access to a school based counsellor, and a safe and caring environment with high standards and community support.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> ● We will use our data collected through the May Math Assessment, HLATS, Rcat, Alberta Education Literacy and Numeracy data (including but not limited to the Lens , CC3 and AB ED Numeracy Assessment), as well as analysing our Collaborative Response data to measure success. ● We will look at local and provincial survey results to determine success.

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

<p>Outcomes</p>	<ul style="list-style-type: none"> ● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. ● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
<p>Division Strategies</p>	<ul style="list-style-type: none"> ● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. ● Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
<p>Division Performance</p>	<ul style="list-style-type: none"> ● Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Measures	<ul style="list-style-type: none"> • The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) • Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies	<ul style="list-style-type: none"> • Staff at Annie L. Gaetz will use continual creativity to support students in achieving their highest level possible. • We will use ongoing professional development opportunities to enhance knowledge and skills and make data driven decisions. • We will use embedded Professional Growth planning time to strive for a culture of continuous improvement. • Through the use of job-embedded time, teachers will purposefully collaborate with colleagues to analyse data, implement curriculum and plan projects for student success. • Bringing in community experts to share their knowledge, passion and expertise with students and staff. • Find more new and engaging ways to have hands-on and experiential learning for students to engage with the new curriculum.
School Performance Measures	<ul style="list-style-type: none"> • We will look at local and provincial survey results to determine success. • We will use a data driven approach to measure student growth and achievement through numerous assessment practices.

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> • Learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Education partners fulfil their respective roles with a shared understanding of an inclusive education system. • Students and their families work in collaboration with education partners to support learning. • The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. • Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. • Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> • Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. • Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Division Performance	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

<p>Measures</p>	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. ● Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) ● Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
<p>School Strategies</p>	<ul style="list-style-type: none"> ● Annie L. Gaetz will use the Collaborative Response Model to identify student needs and provide targeted interventions and support for students experiencing academic, behavioural, or emotional challenges to ensure success and well being. ● We will utilize staff learning days and job-embedded collaborative time to improve assessment and instruction practices. ● Using the learning support team and collaborative response meetings we will have a collaborative culture where staff can share best practice to support all learners. ● We will continue to utilize the Student Support Room to assist students in developing skills for success. We will use the district provided LAT and Academic Intervention Specialist time to assist teachers and students in providing appropriate support both within the classroom and in various spaces. ● We will continue to offer a variety of clubs and extracurricular activities so that students are involved and connected. Students will have opportunities for leadership and other capacity building opportunities. ● Field study opportunities will be planned and targeted to enhance curricular outcomes and provide optimum learning for all. ● Providing healthy snacks and food that is available to all students throughout the day.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> ● We will look at local and provincial survey results to determine success. ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.

Staff Learning Day Plan:

Date		Division Priorities	School Goals
	August 25		Opening Staff Meeting (AM) Teacher Transition Documents & Tech Start Up Review (PM) <ul style="list-style-type: none"> • EAL Benchmark reviews • ISP/Virtual Backpack review • Brightspace
	August 26	Optional Division PD <i>K to 12 - Learning Services</i> Student Services - Student Support Room Training - 8:30 - 11 am Technology Services - Tech Lead Meeting - 1:00-3:00 pm	Team Lead & Budget Meetings (12:30-1:30) SST Meeting (1:45-3:15) ***If not in other PD/meetings, Teacher Work Time
	August 27	FSLC training with Kevin Cameron EA District Training (AM)	Annie L Gaetz PD (AM) <ul style="list-style-type: none"> - CRM Review/Training - Intervention Plan - High Leverage Teaching - Math Up PD - WITS Review Teacher Work Time (PM)
	August 28	FSLC training with Kevin Cameron EA District Training (AM)	Meet The Teacher 8:30-10:00 Grade Team Transition Meetings (10:30-11:30) Teacher Work Time (PM)
	August 29		Teacher Work Time (All Day)
	September 19 K-8 Only	H.I.T.S. - <i>Enhancing Learners' SKILL</i>	PGP - Create groups and plans Literacy Planning Long Range Plans/Sub Binder Update
	October 9	K - 8 PT Conferences	
	October 10	AM (8:30-11:00) Student Services - Student Support Room Training H.I.T.S. - <i>Enhancing Learners' SKILL</i>	CRM - Behaviour
	November 7	H.I.T.S. - <i>Enhancing Learners' SKILL</i>	Hour Zero Training

December 11 K-8 Only	K - 8 PT Conferences	
December 12	H.I.T.S. - Enhancing Learners' <u>WILL</u>	CRM - Literacy
January 16 K-8 Only	New Curriculum <i>K to 3 Social</i> <i>K to 6 - Math & ELAL Update</i> AM (8:30-11:00) Student Services - Student Support Room Training H.I.T.S. - Enhancing Learners' <u>WILL</u>	PGP Review Development Of Extension Activities
January 30 High School Only	Semester Start-Up	
March 19 K-8 Only	K - 8 PT Conferences	
March 20	AM (8:30-11:00) Student Services - Student Support Room Training H.I.T.S. - Enhancing Learners' <u>THRILL</u>	CRM - Math FNMI Land Learning
May 15	Collaborative Marking of writing assessments (Gr. 1-8) H.I.T.S. - Enhancing Learners' <u>THRILL</u>	PGP Final Meeting May Math Assessment & HLAT Marking & Analyze School Ed Plan Activity
June 12 (K to 8)	H.I.T.S. - Enhancing Learners' <u>THRILL</u>	Planning For Next Year - Class Lists - Report Cards - Transition Notes