

4th Grade 4th Boys Basketball Team



School Education Plan 2024-2025 to 2026-2027 Annie L. Gaetz



Gators



Annie L. Gaetz

32 Mitchell Avenue
Red Deer, Alberta, T4N 0L6
Phone: 403-357-5660

School Administration:
Principal: Mike McCorquindale
Vice Principal: Lisa Peters

Website: algaetz.rdpsd.ab.ca

School Profile:

Annie L. Gaetz is a K-5 school with a school population of approximately 240 students. Our population includes students from Morrisroe as well as Deer Park. Our school focus is on increasing academics through dedicated literacy and numeracy focused support blocks as well as Fine Arts. A third of our students are from outside our designated attendance area.

Anticipated Student Enrolment: 240

Anticipated Staff Profile:

- 14 Teachers (13.7 FTE)
- 7 Classified Staff (6.0 FTE)
- 2 Facility Services Staff (1.3 FTE)
- **23 Total Staff**

Vision, Mission, Beliefs:

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

Annie L. Gaetz is committed to providing the best possible education to all students.

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:

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

Alberta Education Assurance Measures Overall Summary (Spring 2024):

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 4436 Annie L Gaetz School

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	88.1	79.9	84.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.0	82.2	81.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.1	90.7	91.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	84.2	86.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	86.0	90.8	87.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.2	87.8	83.1	79.5	79.1	78.9	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.

Outcomes

- 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.

Division Strategies

- Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
- Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed.
- 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.

	<ul style="list-style-type: none"> 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.
Alberta Education Measures	<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.
School Strategies	<ul style="list-style-type: none"> Through the use of job-embedded teacher time teacher's will collaborate to plan, analyse data, implement curriculum and plan for projects for student success. 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. Through community partnerships we will implement the Philanthropy project and Optimist Speech contest; these will allow students the opportunity for self-directed learning and hands on experiences that connect to real world context. 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 excellence.
School Performance Measures	<ul style="list-style-type: none"> We will use our data collected through the May Math Assessment, Literacy data (including but not limited to the Lens,CC3), as well as analysing our Collaborative Response data to measure success. We will also look at 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.

Outcomes	<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.
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	<ul style="list-style-type: none"> Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<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. Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: <ul style="list-style-type: none"> Student Growth & Achievement Teaching & Leading Learning Supports <p>Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.</p>
Alberta Education Measures	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education.
School Strategies	<ul style="list-style-type: none"> Staff at Annie L. Gaetz will use continual creativity to support students in achieving the highest level possible. We will use ongoing professional development opportunities to enhance knowledge and skills and make data driven decision making. 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.
School Performance Measures	<ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> • 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"> • Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives 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.
Alberta Education Measures	<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. • The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
School Strategies	<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 time to assist teachers and students in providing appropriate support. • 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 studies opportunities will be planned and targeted to enhance curricular outcomes and provide optimum learning for all.
School Performance Measures	<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. • The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.