



School Education Plan 2014/15 to 2016/17

JOSEPH WELSH ELEMENTARY SCHOOL

School Logo



School Name

4401 37 Avenue

Red Deer, Alberta T4N 2T5

Phone: 403 346 6377 Fax: 403 346 5187

Website: www.rdpsd.ab.ca/jw

Principal: Bill Kwasny

Vice Principal: Della Oszli-Lastiwka

School Profile:

The community around Joseph Welsh Elementary School was a relatively new area in the late 1950's. It was first known as the Hillsboro Community and later became known as the Eastview area. Joseph Welsh Elementary School was built in 1960 with six classrooms, a junior gymnasium and a library. The school was named after Mr. Joseph Welsh (1889-1968), a teacher, principal and superintendent in the Red Deer Public School District from 1923 to 1954. Joseph Welsh was named one of the Red Deer Advocate's "CENTRAL ALBERTA'S TOP PERSONALITIES" Top Educators 1907 - 2007. When the 6 room school opened, the enrolment was 182 students – Grades 1 to 5 with a staff of 6. In 1961, an additional 6 rooms were built and the enrolment was 356 students – Grades 1 to 6. In June 1963, the enrolment was 397 – Grades 1 to 6 – the highest ever in the history of Joseph Welsh Elementary School. The average class size at that time was 33.

The Joseph Welsh Elementary School community consists of the old Eastview (Hillsboro) area which is about 50 years old, Michener area which is 30-40 years old, Clearview which is 25 years old and Eastview Estates which is 20 years old.

Strong parental and community involvement have always been an integral part of the education offered to children at Joseph Welsh Elementary School.

- Anticipated student enrollment = 340 FTE
- Anticipated Staff Profile:
 - 25 Teachers = 18.2 FTE
 - 9 Classified Staff = 9 FTE
 - 1.5 Facility Services Staff = 1.5 FTE
 - 35.5 Total Staff

School Education Plan Development and Communication:

The Joseph Welsh Elementary 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 Joseph Welsh Elementary School Education Plan is available at the school and is posted on our website at: www.rdpsd.ab.ca/jw

Alberta Education - School Accountability Pillar Report Card

Measure Category	Measure Category Evaluation	Measure	Joseph Welsh 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	88.5	89.8	89.5	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.6	84.6	86.5	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	92.3	90.9	93.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	86.4	88.8	n/a	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	n/a	13.6	17.3	n/a	19.0	19.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	84.6	83.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.7	20.8	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	79.2	81.2	88.8	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	91.2	81.7	85.9	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Acceptable	Parental Involvement	75.9	81.7	84.3	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	83.9	79.5	82.9	79.8	80.6	80.2	Very High	Maintained	Excellent

Literacy

Definition	<ul style="list-style-type: none"> • Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts.
Outcome	<ul style="list-style-type: none"> • Each learner is a proficient reader and writer across the curriculum. • Each learner is numerate • Each learner will discover, develop and apply competencies across the curriculum
Strategies	<ul style="list-style-type: none"> • Grow the District Literacy Framework to enhance literacy teaching practices across curricula • Utilize professional learning and collaborative strategies to enhance literacy teaching practices across curricula • Implement Literacy and Numeracy Benchmarks (K to 12) • Develop balanced literacy programming through the use of Daily Five and Literacy Cafe and school resources. Build collaboration in grades and divisions focusing on literacy in subject areas • Provide three evening programs throughout the school year to develop literacy and numeracy skills in families • Explore the District Literacy Framework
Performance Measures	<ul style="list-style-type: none"> • Percentage of teachers who employ benchmarking as a strategy to measure student growth in literacy. (RDP) • Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations. (AE) • Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP) • Survey results specific to staff on implementation of literacy and numeracy benchmarks (RDP)

Equity

Definition	<ul style="list-style-type: none"> • Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situation and/or social circumstances are not an obstacle to achieving their educational potential.
Outcome	<ul style="list-style-type: none"> • Each student is engaged in meaningful learning that is appropriate to his or her abilities that takes place in the most enabling environment. • Each staff member has the ability to meet the diverse needs of all students. • Each student is able to access the supports and services they need to achieve success
Strategies	<ul style="list-style-type: none"> • Examine support systems that are available for students • Expand use of learner profiles. • Collaborate with community support services to provide appropriate services for students and staff • Develop and practice a universal approach to intervention for students with diverse needs. • Review the model for student support services • Develop school profiles to inform the allocation model • Build the capacity of the school learning team through professional development on the most promising practices in the areas of English Language Learners, First Nations, Metis and Inuit students and Inclusive Education. • Expand the Best Buddies program to include English Language Learners and students with social interaction needs. • Expand the role of the school counsellor in accessing and coordinating services for students with identified needs.
Performance Measures	<ul style="list-style-type: none"> • Survey results specific to equity and inclusion for all students. (RDP) • Percentage of students impacted by the LAT model. (RDP) • Percentage of staff engaged with the LAT. (RDP) • Number of teachers self-reporting they incorporate strategies to differentiate instruction to meet the needs of students in their classrooms. (RDP) • Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (AE)

High School Completion and Transitions

Definition	<ul style="list-style-type: none"> ● School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.
Outcome	<ul style="list-style-type: none"> ● Students acquire the competencies needed for a changing and dynamic future ● Students complete high school making successful transitions to lifelong learning, careers and active citizenship. ● All students from K to 12 are supported with the goal of high school completion and successful transitions.
Strategies	<ul style="list-style-type: none"> ● Develop and implement a local response to the transformations occurring in education in Alberta including Inspiring Education, Curriculum Redesign and High School Redesign ● Implement instructional design coaches in schools to develop capacity with teachers to implement cross curricular competencies ● Implement interventions to increase attendance across all grades. ● Provide relevant and meaningful learning experiences for students. ● Examine career exploration and development activities across K to 12. ● Expand partnerships with post-secondary institutions. ● Provide meaningful engagement within schools for at-risk students. ● Continue to develop the habit Begin With the End in Mind through visits to middle school, high school and college, developing a bank of volunteer presenters for the school and supporting practicum placements in the school. ● Expand the role of the school counselor in the school in developing social skills programming.
Performance Measures	<ul style="list-style-type: none"> ● High school completion rate of students within three years of entering Grade 10. (AE) ● Annual dropout rate of students aged 14 to 18. (AE) ● High school to post-secondary transition rate of students within six years of entering Grade 10. (AE) ● Students identified with attendance issues. (RDP) ● Survey results specific to high school completion and transitions. (RDP) ● Expulsion rates. (RDP) ● Suspension rates. (RDP) ● Overall agreement that students model the characteristics of active citizenship. (AE) ● Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (AE) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. (AE)

Throughline

Definition	<ul style="list-style-type: none"> • These are strategies and performance measures that cut across literacy, equity and completion
Strategies	<ul style="list-style-type: none"> • Provide diverse opportunities for real and meaningful stakeholder engagement that is focused on student success. • Implement the Regional Collaborative Services Model • Continue to support Learning Assistance Teams to ensure a focus on FNMI students, diverse learners and literacy. • Implement a district-wide comprehensive school health strategy • Monitor implementation of the FNMI service delivery model • Develop a plan to support the implementation of the provincial Learning and Technology Policy Framework • Increase targeted analysis and support of Provincial Achievement Tests and Diploma Exam results by subject areas and schools • Restructure the school learning team to include FNMI team member and a focus on literacy. • Focus on the district Literacy Framework in all curricular areas. • Continue to develop the school-wide comprehensive health strategy
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) • FNMI service delivery measurements