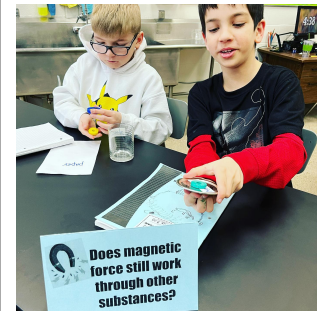


School Education Plan 2023-2024 to 2025-2026

GLENDALE SCIENCES AND TECHNOLOGY SCHOOL



Glendale Sciences and Technology School

6375 77 Street
Red Deer, Alberta, T4P3E9
Phone: 403-340-3100
Fax: 403-343-3110
Website: <http://glendale.rdpsd.ab.ca/>

School Administration:
Principal: Sandre Bevan
Vice-Principal: Jeff Plackner

School Profile:

Glendale Sciences and Technology School is located in Red Deer, Alberta (population approx. 100,000). The school population is predominantly made up of students from the northwest corner of the city with a few students coming from outside our city and attendance area. We are a K-8 school with a broad range of facilities including a state-of-the-art Science Lab that incorporates a Greenhouse, Makerspace, Art Studio and Construction Shop, our Learning Commons, a Student Support Room, and the Foods and Fashions Lab. These incredible spaces allow us to run a full complement of options such as Robotics, Rocketry, MakerSpace, Art, Band, Foods, Fashions, Construction, Outdoor Education, Photography, and Leadership.

We are proud to be a fully inclusive, inquiry-focused school that embeds hands-on science, technology, and field studies in all grades and classes.

Anticipated Student Enrolment: 450 FTE

Anticipated Staff Profile:

- 23 Teachers
- 15 Classified Staff
- 2 Facility Services Staff
- **40 Total Staff**

School Education Plan Development and Communication:

The GSTS 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 GSTS School Education Plan is available at the school and is posted on our website at:

<http://glendale.rdpsd.ab.ca/>

Alberta Education Assurance Measures - Overall Summary (Fall 2022):

Assurance Domain	Measure	Glendale Sciences & Techno Sch			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	80.2	81.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	69.1	69.4	77.2	81.4	83.2	83.1	Low	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	71.0	n/a	86.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	7.5	n/a	13.9	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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	85.5	87.5	90.8	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.4	76.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.6	69.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.7	70.0	77.1	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

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>	<p>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> <p>School strategies include:</p> <ul style="list-style-type: none"> ○ Making learning memorable rather than memorizable by focusing on hands-on learning ○ Collaboration with K-8 schools on Staff Learning Days to provide K-8 support for all new curriculum and facilitate conversations around good teaching ○ Increasing the number of subscriptions for Read Naturally Live to support students in Grade 4-8 who struggle with reading ○ Create scheduled literacy and numeracy blocks to provide targeted, differentiated interventions (Grade 1 & 2, Grade 3 & 4, Grade 5) ○ Invite District Curriculum Coordinators and school-based LAT to work shoulder to shoulder with teachers ○ Expand current use of Math Manipulatives in all grades K-8 ○ Introduce Read, Write Google to all students as a universal support
<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>...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>	<p>School strategies include:</p> <ul style="list-style-type: none"> ○ Utilization of the Student Support Room Teacher to help regulate, connect, and transition struggling students ○ In addition to targeted support, purposeful instruction of self regulation strategies and social skills to all students ○ Introduction of a school-wide House Program to grow community with and across grades ○ Create spaces of belonging for students (Student Support Room, Creation Station, Learning Commons, etc.) ○ Expand vertical mentoring partnerships to provide meaningful opportunities for all students, and include Kindergarten students in partnership
<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>
<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> <ul style="list-style-type: none"> ● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.
<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. ● 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. <p>School strategies include:</p> <ul style="list-style-type: none"> ○ Introduction of a school-wide project-based learning (PBL) experience called Week of Wonder with a STEAM focus ○ Refinement and expansion of Power Hour to include students in Grades 6 to 8 ○ Using the Sciences and Technology Lead Teacher to collaborate with teachers to implement the new Science curriculum, support best practices, infuse technology, create hands-on activities, and introduce innovative strategies with a science lens ○ Put ARMOUR back in the forefront of students' minds through purposeful instruction and extend it to include information to parents ○ Build stronger relationships with our larger community - establish partnership with RDP, invite community members in to support classroom work, use vertical mentoring partnerships to give back to the community, etc. ○ Introduce AI as a strategy to support learning and innovation
<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) ● 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)