

Vision and Mission

School Vision Statement

RESPONSIBLE CITIZENS PURSUING LIFE LONG LEARNING

ÊTRE DES CITOYENS RESPONSABLES APPRENANT TOUTE LEUR VIE

School Mission Statement

Central Middle School is striving for excellence by assisting our students to become life-long learners while fully exploring their physical, emotional, social, intellectual and creative potential in a safe and caring environment.

District Vision and Mission

The Vision of the Red Deer Public School District is a culture of respect, inclusion, caring and excellence, where every student succeeds.

The Mission of the Red Deer Public School District is striving for excellence by inspiring learning and nurturing hope in every student.

School Profile

Central serves 475 students in grades 6 to 8. Central offers a range of programming for students that includes main stream English, Early French Immersion, Late French Immersion, English as a Second Language and a behavior assistance program (Venture). The school has a staff that consists of more than 30 teaching staff plus a strong core of support staff.

Community Profile

Central has a very unique profile which in fact makes the entire city our community. The English program within the school serves the communities of the Pines, Oriole Park, Riverside Meadows and the City Central core areas. For our French Immersion programs, the late and early immersion students come from all areas of the city as we are the designated French Immersion middle school for Red Deer Public. Central is also the designated ESL (English as a Second Language) middle school for Red Deer Public, as such we serve the entire city for this program as well.

Our profile provides our school with a very unique mix of students from in and around Red Deer and makes it a great place for students of all backgrounds to learn and meet new people.

Staff Profile

Central has 22 teachers, a school counselor and three Administrators that form the professional staff of the school. The teachers are split into core teams on the English and French Immersion sides , CMS has a solid core group of complementary course teachers. We have 2 LAT (Learning Assistance Team) teachers to support inclusion in our school.

We have 11 support staff that includes the Administrative Assistants in the office and library as well as the Educational Assistants and Caretakers in the school.

Student Profile

The students in the English program at Central come from a wide range of backgrounds. We have a strong aboriginal community in the school with over 50 students actively involved with the Aboriginal Frontline programs. We have a strong ESL community in the school with around 20 students in the district designated ESL program here at Central. The ESL program is supported by CARE as well as other organizations that help the students and families to settle in our community and support the school with interpreters and other drop in programs for the students and parents. Our French Immersion program comprises 60% of the students in the school. It is split into an early and late stream. The parents in the French Immersion program are very involved in the program and also with the Canadian Parents for French organization in Red Deer

Accountability Survey Summary

Measure	Central Middle School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring	81.6	77.7	80.0	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Program of Studies	87.3	87.7	86.4	80.9	80.5	80.1	Very High	Maintained	Excellent
Education Quality	84.8	85.7	84.9	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
Drop Out Rate	*	3.4	1.1	4.2	4.3	4.7	*	*	*
High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
PAT: Acceptable	81.9	75.0	72.1	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
PAT: Excellence	18.5	15.0	13.7	19.4	18.3	18.2	High	Improved	Good
Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
Work Preparation	76.8	70.8	73.4	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
Citizenship	77.8	74.0	72.0	81.9	81.4	79.9	High	Improved	Good
Parental Involvement	79.3	79.8	77.5	79.9	80.0	79.4	High	Maintained	Good
School Improvement	81.4	73.1	73.3	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

Communication Plan

The Results Report and Education Plan for 2011-2012 will be posted on our school website (<http://www.rdpsd.ab.ca/cms/> & <http://www.rdpsd.ab.ca/OurSchools/CMS/CMSprofile>).

The plan will be shared with our School Council and hard copies will be available at the office for stakeholders to pick up as needed.

Our newsletter will feature information on the plan.

The staff, students and school council have reviewed the new goals and given feedback. The collaboration between our stakeholders has helped in the development of the new Education Plan for the 2011 - 2012 school year.

Under each of the main heading, Central Stakeholders (Staff, Students and Parents) reviewed last year's goals. The feedback was collected and used to establish new school goals, team goals and department goals. Stakeholders were encouraged to revise existing goals that would be continued in the new plan, develop new goals in line with the new district education plan and to remove goals that no longer met the needs of the school or were completed.

Central Middle School Education Plan 2011/12

Priority Area – *Outcomes* – *Performance Measures* – *Strategies*

Literacy

- Each learner is a proficient reader and writer across the curriculum
- Percentage of students who have increased reading scores between pre and post testing by the district standard. (RDP)
 - Percentage of students who have increased writing scores between pre and post testing by the district standard. (RDP)
 - Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (AE)
 - Increase in the previous 3 year average on Provincial Achievement Tests at the acceptable standard and the standard of excellence. (RDP)
 - Percentage of students who are reading/literate within 1 year of grade level. (RDP)
- Overall satisfaction with the quality of basic education. (AE)
 - Overall percentage of stakeholders indicating that the school has improved or stayed the same the last three years. (AE)
- Continue the AISI project PD with the best practices approach using the Kagan research to support teachers differentiating the instruction and ensuring all students have success.
 - Continue to develop our staff capacity in using technology effectively in the classroom.
 - Work with the district to determine and implement a common literacy assessment practices for students across the curriculum.
 - Work with the district and our 'Family of Schools Team' to develop strategies to increase literacy within specific subject areas (i.e. instructional vocabulary)
 - Working with the district we will utilize a collaborative process to develop clear and consistent grade-level literacy expectations in all content areas. Using the Family of schools plan we have already put into action.
 - Continue to use the Blended Structures and Style Writing Program that we have been working on with Betty Wiebe.
 - Continue to encourage our French Immersion students to speak French as much as possible to improve oral production.

PERFORMANCE MEASURES: RDP – Red Deer Public AE – Alberta Education

Central Education Plan 2011/12

Priority Area – *Outcomes* – *Performance Measures* – *Strategies*

Inclusion of All Students

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment
 - Each staff member has the ability to meet the diverse needs of all students
-
- Participation rates in Provincial Achievement Tests. (RDP)
 - Survey results specific to inclusion for all students. (RDP)
 - Number of students engaged with the LAT. (RDP)
 - Number of teachers engaged with the LAT. (RDP)
 - Number of students who have completed individualized school based assessment. (RDP)
 - Number of learner profiles. (RDP)
 - Number of cases where community supports and agencies were accessed during the school year. (RDP)
 - Teacher and parent satisfaction with parental involvement in decisions about their child’s education. (AE)
 - Number of teacher 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)
-
- 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)
-
- Implement LAT Model – student supports in classes, inclusion culture and facilitation
 - Increase teacher capacity to plan for differentiating instruction
 - Expand and continue the use of the learner profiles (meet with feeder schools)
 - Collaborate with community supports to provide appropriate services for students and staff
 - Support parental engagement in their child’s education
 - Continue to work with Family School Wellness, our School Counsellor and FNMI Services to ensure that our all students are receiving the best educational opportunities possible.
 - Identify strengths and areas that need improvement as we disaggregate the data collected on our FNMI students.
 - Continue to provide the parent handbooks to grade 5 parents to ensure a successful transition from grade 5 to 6.
 - Support the ESL (English as a Second Language) programs in the school.
 - Collaborate with our Middle School Resource Officer to help develop opportunities within our curriculum to engage with students.
- *LAT = Learning Assistance Team

PERFORMANCE MEASURES: RDP – Red Deer Public AE – Alberta Education

Central Education Plan 2011/12 to 2013/14

Priority Area – *Outcomes* – *Performance Measures* – *Strategies*

High School Completion and Transitions

- Students are prepared for the 21st century
 - 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
- Annual dropout rate of students aged 14 to 18. (AE)
 - Students identified with attendance issues based on district standard. (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)
- Overall satisfaction with the quality of basic education. (AE)
 - Overall percentage of stakeholders indicating that the school has improved or stayed the same the last three years. (AE)
- Create awareness that we all play a role in supporting high school completion and transitions.
 - Continue with supports to increase attendance across the grades
 - Continue to support a culture that includes vertical curriculum articulation within and among school using the “Family of Schools” model.
 - Continue to use the newsletter, agenda, town hall meetings and the new midterm progress report cards to communicate team information like unit plans, upcoming events and major assignments as well as student progress to ensure high standards and completion of assignments.
 - Explore new ways to increase participation in the school council and encourage the parents of Central to become involved in their child's education.
 - Continue to promote the French Immersion Program in the Community.
 - Explore ways to implement activities to support the development of citizenship, service work and volunteer efforts among the students.

PERFORMANCE MEASURES: RDP – Red Deer Public AE – Alberta Education

Red Deer Public Schools
Budget Report
For the Period Sept 1, 2011 to Aug 31, 2012

Date Prepared: June 20, 2011

School: Central Middle School

Revenue (Allocations In)

Program Allocations (includes all totals from Basic Programs and Miscellaneous Addbacks, excluding AISI)	\$2,717,872
AISI (includes Prior Yr Surplus and current yr amt)	\$48,443
Other Revenue	\$42,900
Program Fee Revenue	\$23,375
Transfers from Other Sites	\$452,782

Total Allocations In \$3,285,372

Expenditures

Certificated Staffing (excluding AISI)	\$2,714,054
Uncertificated Staffing	\$323,779
AISI (includes total AISI expenditures)	\$48,000
Miscellaneous Personnel	\$8,000
Contracted and General	\$53,480
Supplies	\$91,000
Furniture & Equipment	\$4,159
School Generated Expenses	\$42,900

Total Expenditures \$3,285,372

Net Surplus / (Deficit) \$0

Comments: