



School Education Plan 2019-2020 to 2021-2022

École Intermédiaire Central Middle School



École Intermédiaire Central Middle School

School Address 5121 48th Ave

Red Deer, Alberta, T4N 6X3

Phone: 403-346-4397

Fax: 403-342-3783

Website: <http://central.rdpsd.ab.ca/>

School Administration:

Principal: Darrin DeMale

Vice Principal: Gord Strowbridge

Vice Principal: Giselle Ruest

School Profile:

- Central serves 560 students in grades 6 to 8. Central offers a range of programming for students that includes mainstream English, Early French Immersion, Late French Immersion, and English as a Second Language. The school has a staff that consists of 30 teaching staff plus a strong core of support staff.
- 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, Timberstone, Garden Heights, Clearview Ridge, 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 ELL (English Language Learning) middle school for Red Deer Public for all Tier 1 and 2 students - 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.
- Anticipated student enrollment = 560 FTE
- Anticipated Staff Profile (FTE):
 - Teachers = 30
 - Facility Services Staff = 2.5
 - Classified Staff = 8.5
 - **Total Staff = 41.0**

Vision, Mission, Beliefs:

MISSION STATEMENT:

Central Middle School is striving for excellence by providing the best curriculum, instruction and learning opportunities in order to maximize the potential of all students.

VISION STATEMENT:

Building Our Future Today

The following are values, characteristics, and attributes we strive for in our community:

- Equity: Includes equality, fairness, balance, consistency, safety and the opportunity to have a voice.
- Safety: Safety in our actions and environment
- Acceptance: A sense of belonging, openness, open doors, friends, freedom.
- Choice: Of opportunities, interests, teachers, courses, options.
- Spirit: Enthusiasm, comfort, humor
- Integrity: Trust, responsibility, focus, honesty
- Achievement: For each of us, for all of us

School Education Plan Development and Communication:

The École Intermédiaire Central Middle 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 École Intermédiaire Central Middle School Education Plan is available at the school and is posted on our website at: <http://central.rdpsd.ab.ca/>

Alberta Education: School Accountability Pillar Report Card:

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2018
 School: 4437 Central Middle School



Measure Category	Measure	Central Middle 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	Safe and Caring	84.1	89.6	89.6	89.0	89.5	89.4	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	88.0	90.2	87.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	89.1	90.8	88.0	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	*	*	0.0	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	81.7	72.0	69.7	73.6	73.4	73.3	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	18.3	10.6	10.5	19.9	19.5	19.2	Intermediate	Improved Significantly	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	79.8	85.5	76.1	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	79.6	88.7	87.4	83.0	83.7	83.7	High	Declined Significantly	Issue
Parental Involvement	Parental Involvement	78.1	78.3	73.4	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	81.2	88.0	87.1	80.3	81.4	80.7	Very High	Declined	Good

Outcomes, Strategies, and Performance Measures:

Priority	<h3 style="text-align: center;">Literacy And Numeracy</h3> <p style="text-align: center;">...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p style="text-align: center;">Outcomes and Strategies</p>	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <ul style="list-style-type: none"> ● Continue implementation of the District’s Literacy Framework, with a focus on Fountas & Pinnell and GB + (French Immersion) Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension. ● Continue the use of Learning Assistant Teachers (LAT - French and English) to support levelled literacy in CMS. ● All students will be placed, according to reading level gathered through benchmarking, into an appropriate guided reading group. ● Implement opportunities for increased parental involvement to support literacy in the home through the use District Literacy Newsletter items. ● Expand the use of guided reading resources containing local First Nations and Métis perspectives. ● Continue the use of resources such as Scholastic Literacy Kits, RAZZ Kids Reading, Read Write Google, Reciprocal Teaching (FAB4), Precision Reading and Levelled Literacy Intervention (LLI) to assist in increasing reading levels. ● Continue to target students with Tier 2 interventions in our weekly POST (Pyramid of Support Time) to enhance the learning of the ELA /FLA Essential Outcomes ● Explore use of various literacy strategies during our Literacy Block <p><i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● Implement recommendations from the Math Steering Committee, and sub-committees, to improve teacher efficacy and instruction of Mathematics. ● Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset. ● Continue and expand the use of common assessments in math and science classes (unit tests, midterms and final exams) ensuring student data is individually recorded for instructional planning purposes. ● Continue to target students with Tier 2 interventions in our weekly POST (Pyramid of Support Time) to enhance the learning of the Numeracy Essential Outcomes ● Continue a scheduled Numeracy Tier 3 intervention class to assist low level learners ● Continue a scheduled French tutorial intervention class to assist lower level learners in expediting language acquisition ● Expand on our Tier 3 Literacy/Math intervention with our ELL students by offering 2 classes per week. In addition we will continue our Peer Reading Groups for level 1 and 2 ELL students. ● Explore and implement opportunities for increased parental involvement to support numeracy in the home.
<p style="text-align: center;">Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests (Target: 82.5% -Provincial and Central Middle 80.8%). ● Percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests (Target: 18.9% -Provincial and Central Middle 14.7%). ● Percentage of students in Grades 6-8 who are reading/literate within one year of grade level (Central Middle: 71%). ● Survey result scores for literacy satisfaction by students, parents and staff (Target: 90% - RDP and Central Middle 96.86%).

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Priority	<h2 style="margin: 0;">Equity</h2> <p style="margin: 0;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
Outcomes and Strategies	<p><i>All staff have the ability to meet the diverse needs of all students through excellent instruction.</i></p> <ul style="list-style-type: none"> ● Focus on excellence in instruction in order to build more specific teacher capacity in the areas of planning, assessment and instruction. ● Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners - examples include offering a Aboriginal Studies Class throughout the year, monthly PD for teachers at our Staff Learning Days. ● Build capacity with staff to incorporate First Nations, Métis, and Inuit content and perspectives into the delivery of curriculum content. ● Continue to build capacity with staff in order to effectively support English Language Learners. ● Modified and adapted students are provided appropriate accommodations to meet the learners needs <p><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Continue to enact the “Valuing Mental Health” initiative, focusing on: <ul style="list-style-type: none"> ○ Promotion and Prevention: <ul style="list-style-type: none"> ■ Develop mental health literacy amongst staff through training in the “Go-To Educator” workshop. ■ Implement Mental Health lessons for students. ■ Provide Parent Mental Health Literacy training for RDPSD throughout the year. ○ Early Intervention: <ul style="list-style-type: none"> ■ Continue utilizing CMS Learning Support Teams at our school. Learning Support Teams include: Administrators, Teachers, Learning Assistance Teachers, Counselor, Community Liaison Worker, Mental Health Therapist <p><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></p> <ul style="list-style-type: none"> ● Allocate appropriate staff and resources to schools based on needs. ● Enhance and support ease of access for families. ● Enhance and promote STEP UP, the student equity fund developed by the Foundation for Red Deer Public Schools.
Performance Measures	<ul style="list-style-type: none"> ● Overall agreement that students are safe at school and learning the importance of caring (Target: 89% Provincial and Central Middle 84.1%). ● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years - Education Quality (Target: 90% - Provincial and Central Middle 89.1%). ● Overall percentage of students and parents who feel students receive the help and support they require at school (Target: 90% - RDP and Central Middle 94.34%)

	<ul style="list-style-type: none"> ● Overall percentage of students and parents who feel students are cared for and accepted at school (Target: 90% - RDP and Central Middle 93.71%) ● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school (Target: 90% - RDP and Central Middle 95.28%) ● Overall percentage of students meeting grade level expectations in their core subject areas (Target: 90% - RDP and Central Middle 95.28%)
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Priority	<h2>Student Success And Completion</h2> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
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Outcomes and Strategies	<p><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></p> <ul style="list-style-type: none"> ● Strategies as outlined in the priority of Literacy & Numeracy. (outlined above in the Literacy Priority Section) <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> ● Continue to work with our elementary and high school feeder schools to implement strategies for successful transitions. ● Utilize the Pyramid of Support model to focus on improving attendance for identified students. ● Provide additional transition support for First Nations, Métis, and Inuit students. ● Provide additional support for our ELL students and their parents. <p><i>Students experience character education programming in Grades 1-9.</i></p> <ul style="list-style-type: none"> ● Unveil and communicate the six character traits identified as core for all staff and students of Red Deer Public Schools. These six core character traits will be reflected in all school's respective learning environments.
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Performance Measures	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests (Target: 73% - Provincial and Central Middle 72%). ● Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests (Target: 15.5% - Provincial and Central Middle 10.6%). ● Overall satisfaction with the quality of basic education (Target: 90% - Provincial and Central Middle 89.1%). ● Students identified with attendance issues. These are CMS students who have missed 15 or more days - not including vacations. 14.6% ● Overall agreement that students model the characteristics of active citizenship (Target: 82% - Provincial and Central Middle 79.6%). ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education (Target: 85% - Provincial and Central Middle 88.0%).
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