

Alberta Education – School Accountability Pillar Report Card

Accountability Pillar Overall Summary
3-Year Plan - May 2016
School: 4437 Central Middle School

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	90.3	89.0	87.0	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.3	88.2	87.0	81.9	81.3	81.4	Very High	Declined	Good
		Education Quality	87.2	85.9	84.9	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.0	*	0.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3-yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	66.8	66.3	71.8	73.0	73.1	73.9	Low	Maintained	Issue
		PAT: Excellence	8.8	11.2	11.6	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4 + Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	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	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	66.9	75.9	69.8	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	85.3	88.1	84.9	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Concern	Parental Involvement	67.2	74.8	74.8	80.9	80.7	80.5	Very Low	Maintained	Concern
Continuous Improvement	Excellent	School Improvement	88.4	84.9	84.5	81.2	79.6	80.0	Very High	Improved	Excellent

For more information on the School Education Plan please contact the school principal.



Central Middle School

School Education Plan 2016/17 to 2018/19

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Red Deer, Alberta T4N 6X3

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

Principal: Darrin DeMale
Vice Principals:
Erin Lerouge
Gord Strowbridge

School Profile:

- Central serves 487 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.

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 26 teachers, a school counselor and three administrators. The teachers are split into grade 6, 7, and 8 teams. CMS has a solid core group of complementary course teachers which includes Band, Fashions, Foods, Tech Ed, Art, Drama, Outdoor Ed, and Rec Ed. We have 3 LAT (Learning Assistance Teachers), and 12 support staff which includes the Administrative Assistants in the office and library as well as the Educational Assistants, a Community Liaison Worker and Custodians in the school.
- Anticipated student enrollment = 487 FTE
- Anticipated Staff Profile (FTE):
 - 27 Teachers = 26.2 FTE
 - 2 Facility Services Staff = 2.0
 - 8 Classified Staff = 6.6 FTE
 - 37 Total Staff = 34.8 FTE

Vision and Mission:

Vision:

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

Mission:

- 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.

New Directions:

- Ecole Intermediaire Central Middle School will focus on the essential outcomes of literacy and numeracy. The school has implemented an embedded Pyramid of Support Program (POST) into our weekly timetable to ensure all of our students are provided the greatest opportunity at learning all essential outcomes necessary to be successful. We are also excited about our new literacy program, which is an extension of our Language Arts program, that focuses on growth amongst our students in reading, writing, listening, and communicating.

School Education Plan Development and Communication:

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



Priority	<i>Literacy</i>	<i>Equity</i>	<i>High School Completion and Transitions</i>
Definition	<ul style="list-style-type: none"> Literacy is acquiring, creating, connecting and communicating meaning in a wide variety of contexts. 	<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. 	<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.
Outcomes	<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. 	<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. 	<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"> Provide diverse opportunities for real and meaningful stakeholder engagement that is focused on student success. Continue to implement the Supports for Students Model and Comprehensive School Guidance and Counselling Model. <ul style="list-style-type: none"> Focus on essential outcomes to ensure diverse learners are meeting literacy and numeracy competencies. <ul style="list-style-type: none"> Implement and embed in our school timetable the new 4th R Health curriculum. Continue to implement the district strategies in support of the provincial Learning and Technology Policy Framework. Develop educational initiatives that build intercultural competencies, an understanding of the international community and a sense of global citizenship. 		
	<ul style="list-style-type: none"> We will be benchmarking all of our students in both literacy and numeracy twice per year. We have implemented a new literacy program, embedded time, in our timetable to supplement our language arts program Continue work with the District Literacy Steering Committee to establish and implement a district literacy framework using best practices. 	<ul style="list-style-type: none"> Establish an equity committee. Continue working with the Red Deer Native Friendship Society to ensure authentic cultural programming for students. Additionally we have a staff member dedicated to connecting and working with FNMI students on a daily basis. Investigate best system practices to find efficiencies to equitably allocate staff and resources. Continue to support staff in the development of strategies within the Pyramid of Support framework. 	<ul style="list-style-type: none"> Our transition program is a year long process for both incoming Grade 5's and outgoing Grade 8's. We connect with our Grade 5 feeder schools twice during the year - January and May. Our Grade 8's will visit Lindsay Thurber (future high school) twice during the year as well. We utilize our school based Learning Team to ensure our students at risk are provided the necessary supports to be successful. Examine career exploration with our Grade 8's by taking them to Career Expo at RDC Examine career exploration with our Grade 7's by taking them to Skills Canada in Edmonton in May We have a mentor and mentee program where Grade 8 students are matched with Grade 6 students who require extra support in transitioning into middle school
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) 		
	<ul style="list-style-type: none"> Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests. Percentage of students in grades 6 to 8 who are reading/literate within 1 year of grade level. (RDP) Survey result scores for literacy measurements by students, parents and staff. (RDP) 	<ul style="list-style-type: none"> Overall agreement that students are safe at school, learning the importance of caring (AE) Survey result scores for equity measurements by students, parents and staff. (RDP) 	<ul style="list-style-type: none"> Students identified with attendance issues. (RDP) Suspension rates. (RDP) Overall agreement that students model the characteristics of active citizenship. (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) Survey result scores for completion measurements by students, parents and staff. (RDP)