School Education Plan
2024-2025 to 2026-2027

JOSEPH WELSH ELEMENTARY SCHOOL

JOSEPH WELSH ELEMENTARY SCHOOL

4401 37 Avenue
Red Deer, Alberta, T4N 2T5
Phone: 403-346-6377
Website: https://www.rdpsd.ab.ca/josephwelsh

School Administration:
Principal: Kevin Robertson
Vice Principal: Nicole Hollman

School Profile:

Joseph Welsh School is in its 63rd year of operations, having opened in 1960. We are located in the Eastview subdivision and serve approximately 275 students from pre-kindergarten to grade five from the communities of Eastview, Eastview Estates, Clearview Meadows, and Michener Hill. Joseph Welsh houses a Before and After School Care program coordinated by the Red Deer Child Care Society. We create and develop citizenship and character building through our leadership program and OWLS Character Education Program.

Anticipated Student Enrolment: 275

Anticipated Staff Profile:

- 15 Teachers (14.2 FTE)
- 10 Classified Staff
- 1 Family School Liaison Counsellor (1.0 FTE)
- 2 Facility Services Staff

   28 Total Staff

Vision, Mission, Beliefs:

Vision: Students will expand self-awareness and develop their academic, social, emotional, and physical preparedness as they continue their journey toward lifelong learning and responsible citizenship.

Mission: Educating diverse learners through building relationships in a safe, caring, healthy and respectful school environment.

School Motto: "BUILDING CONNECTIONS IN ALL WE DO"

Opportunities and Challenges:

We maintain our commitment to enhancing literacy and numeracy skills among our students, striving for them to meet grade-level expectations in these areas. We acknowledge the diverse needs of our students, including English as an additional language learners and those facing challenges in reading and/or math, and we strive to strengthen their language and numeracy proficiency. Collaboration within our Learning Support Team and Student Support Room, bolstered by wrap-around services including District Learning Services Coordinators, is an essential component of our school plan. While we've been fortunate to receive targeted funding from the Government of Alberta and Red Deer Public School Division for literacy and numeracy support over the past few years, this support won't be available in the upcoming year. Nonetheless, we are committed to exploring alternative strategies to ensure our students receive the support they need in these fundamental areas. Empowering our Grade 5 students through leadership activities to embody citizenship and leadership remains an important element of growing our school's community and culture.

School Education Plan Development and Communication:

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

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

School: 4443 Joseph Welsh School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	82.1	80.3	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.7	87.4	87.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	90.8	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	91.6	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.1	81.2	84.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	92.4	84.3	82.4	79.5	79.1	78.9	Very High	Improved	Excellent

Strategies and Performance Measures:

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Outcomes	- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. - Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. - Students are active, healthy and well. - Students apply knowledge, understanding and skills in real life contexts and situations. - Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. - Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	- Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. - Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed. - Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. - Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
Alberta Education Measures	- The percentage of teachers, parents and students who agree that students are engaged in their learning at school. - Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. - Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. - Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. - Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. - Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.

School Strategies	• Implement regularly scheduled collaboration time for teachers on school days and on staff learning days to develop, plan, and apply high quality instruction for student growth and achievement. • Continue to build upon the Division's literacy framework, with a focus on common benchmarking to determine where students are at in their literacy journey to determine best strategies to improve individual students' progress. • Establish dedicated blocks of time for Literacy and Numeracy throughout the year with targeted interventions, ensuring students have the necessary supports to meet them at their individual levels and improve their literacy/numeracy skills. • Review and refine school-wide expectations which are taught and reinforced in all areas of the school. Communicate these expectations to students, staff, and parents. • Continue to teach students to respect oneself and others through OWLS character education lessons and reinforce these concepts in all areas of the school. • Incorporate the teaching and learning of the District-led anti-bullying program within the Joseph Welsh School community context, ensuring that our students' safety and well-being are addressed. • Utilize the Family School Liaison Counsellor, and other staff, to reinforce positive social interactions, through small group work and classroom lessons. • All students will participate in daily physical education / physical activity. • All students will receive instruction on health and wellness, supported by the updated District Health curricular lessons. • Explore professional development opportunities for staff to further their knowledge and understanding in the area of FNMI teaching and learning, in order for students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community. • Utilize Central Office staff and resources to further enhance FNMI programming. 100% of teachers will ensure a focus on Indigenous content is infused into lessons and instruction throughout the school year. • Build on work of school-based FNMI committee to increase opportunities for student learning and experiences throughout the year. (I.e. Indigenous Peoples Day activities and other events throughout the school year). Seek ways to involve more parents and families.
School Performance Measures	• The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. • Percentage of students who are reading/literate within one year of grade level. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. - Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. - Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. - All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. - University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. - Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	- Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. - Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. - Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: - Student Growth & Achievement - Teaching & Leading - Learning Supports Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.
Alberta Education Measures	Percentage of teachers, parents and students satisfied with the overall quality of basic education.

School Strategies	• Implement regularly scheduled collaboration time for teachers to develop, plan, and apply high quality instruction for student growth and achievement. • Assess students at baseline to determine those most at risk in literacy and numeracy and provide support in a variety of ways. Explore and implement new ways to support this across the school. • Explore, identify and implement high leverage instructional strategies, with a focus on using data from assessments including provincial CC3 and LeNS assessments in literacy and the provincial assessments for numeracy. • Develop and implement a focused school wide plan for intervention, specifically in the areas of literacy and numeracy.
School Performance Measures	• Percentage of teachers, parents and students satisfied with the overall quality of basic education. • Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. • Percentage of student satisfaction with their ability to learn and access supports.

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	- Learning environments are welcoming, caring, respectful and safe. - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. - Education partners fulfil their respective roles with a shared understanding of an inclusive education system. - Students and their families work in collaboration with education partners to support learning. - The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. - Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. - Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	- Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced. - Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. - The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
School Strategies	- Continue to utlize the Student Support Room, aimed at supporting students' needs in a vast number of ways, including emotional regulation, social and emotional support and development, anxiety reduction, and academic support. - Continue with practice of Learning Support Team (Admin, FSLC, LAT, SSR Teacher and EA, and Student Services Coordinator) meetings on weekly basis. - Provide all staff professional development in the area of restorative practices. - Provide opportunities for more staff to be trained in SIVA (Supporting Individuals through Valued Attachment), as available.
School Performance Measures	- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. - Overall agreement that our students model the characteristics of active citizenship. - Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate. - The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.