



School Education Plan 2019-2020 to 2021-2022

École Oriole Park School



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5 Oldbury Street
Red Deer, Alberta, T4N 5A8
Phone: 403-347-3731
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Website: <http://www.rdpsd.ab.ca>

School Administration:
Principal: Colette Pedde
Vice Principal: Ian Oostindie

School Profile:

École Oriole Park School offers programming for 400 students, Kindergarten to Grade 5, in both the English and French Immersion programs. We are the designated school for all students in the English Program who live in Oriole Park, including Oriole Park West. We are the designated school for children in French Immersion who live North of the Red Deer River, Downtown, Parkvale, Garden Heights, Westpark, Westlake and Hazlett Lake. We are also home to a Pathways program which is one of the District's Special Education programs. We have specialists in Physical Education, Music, Special Education and French.

Anticipated Student Enrolment: 400

Anticipated Staff Profile:

- 22 Teachers (21.8 FTE)
- 12 Classified Staff (10.7 FTE)
- 2 Facility Services Staff
- **37 Total Staff**

Vision, Mission, Beliefs:

Our Vision: École Oriole Park School is committed to providing exemplary instruction, in a safe and caring environment. To meet the needs of its students, École Oriole Park School endeavours to ensure that each child, every day, has a successful learning experience as they contribute to the well-being of others.

Our Mission: At École Oriole Park School, we believe all children can be respectful, kind, proactive and resilient as they as they develop the highest standards of behavior and achievement. To support their achievement, we offer small group supports in literacy and numeracy.

Our Motto: Where friendships begin; toujours amis!

School Education Plan Development and Communication:

The École Oriole Park 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 Oriole Park School Education Plan is available at the school and is posted on our website at: <http://oriolepark.rdpsd.ab.ca/>

Alberta Education: School Accountability Pillar Report Card:

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 4448 Oriole Park School



Measure Category	Measure	Oriole Park 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	84.2	82.5	87.7	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	87.7	88.1	89.1	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	93.3	88.0	90.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	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	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	75.0	63.3	75.0	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	76.0	78.9	82.6	82.9	83.0	83.5	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	75.9	70.9	73.5	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	80.3	79.2	83.1	81.0	80.3	81.0	High	Maintained	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>
Outcomes and Strategies	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <ul style="list-style-type: none"> ● Continue the enactment of the District’s Literacy Framework, with a focus on Fountas & Pinnell benchmarking and the ongoing improvement of reading and writing skills. ● Explore writing programs to enhance student writing. Implement Lucy Calkins <i>Units of Study</i> and Edmonton Public School’s HLATs (Highest Levels of Achievement) writing assessments. <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. This would be completed through the Instructional Design teacher, central office staff, and collaborative learning time. In an effort to improve student engagement, we will explore different real life problem solving contexts, through activities like 3 Act Tasks, and discussions around Mathematics such as Number Talks. ● Emphasize concepts dealing with Financial Literacy across the curriculum. ● Continue the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes. ● Explore and implement opportunities for increased parental involvement to support numeracy in the home such as weekly Math Challenges for families to earn points for Students’ House Teams, monthly math tips in the school newsletter and take home math games
Performance Measures	<ul style="list-style-type: none"> ● Percentage of students in Grades 1 to 8 who are reading/literate within one year of grade level (Target: 83%). (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff (Target: 90%). (RDP) ● Percentage of students in Grades 2-9 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI). ● Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA)

<p>Priority</p>	<p style="text-align: center;">Equity</p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p>Outcomes and Strategies</p>	<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. ● 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. <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. ■ Provide Parent Mental Health Literacy training for RDPSD throughout the year. ■ Continue to develop and deliver Mental Health lessons for students. ■ Create a Staff Wellness Steering Committee, with a focus towards creating a culture of wellness in RDPSD communicated through Administrators and Health Champions in schools. ○ Early Intervention: <ul style="list-style-type: none"> ■ Continue utilizing Learning Support Teams at each school. Learning Support Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Therapists, School Counsellors, and Parents. ○ Treatment and Follow Up: <ul style="list-style-type: none"> ■ Continue and enhance our partnership with Alberta Health Services and external partners. <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, and clearly communicate allocations to stakeholders. ● 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.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that students are safe at school and learning the importance of caring (Target: 90%). (AE) ● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years (Target: 83%). (AE) ● Overall percentage of students and parents who feel students receive the help and support they require at school (Target: 90%). (RDP) ● Overall percentage of students and parents who feel students are cared for and accepted at school (Target: 90%). (RDP) ● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school (Target: 90%). (RDP) ● Overall percentage of students meeting grade level expectations in their core subject areas (Target: 90%). (RDP)

<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 Strategies</p>	<p><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></p> <ul style="list-style-type: none"> ● Develop common practices across the district to ensure effective universal programming in early learning. ● Develop common practices across the district to create learning environments that focus on exploration, play, and inquiry. <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. ● Implement universal training in the areas of literacy and numeracy at the elementary level. <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> ● Utilizing the Transitions Task Force, as well as community resources, develop and 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. <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. ● Explore ways for students to link their current work to preparation to lifelong learning, the world of work and citizenship. le; Expand Career Day to include ongoing discussion of preparation for the workforce, student skill inventory and brainstorming ● Continue and expand the use of the school-wide house teams to provide opportunities to practise our school values and build relationships and community. ● Develop school-wide vocabulary that focuses on preparedness for high school and beyond
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Students identified with attendance issues. (RDP) ● Overall agreement that students model the characteristics of active citizenship (Target: 82%). (AE) ● 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%). (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)