



School Education Plan 2024-2025 to 2026-2027

Eastview Middle School



EASTVIEW MIDDLE SCHOOL

Address: 3929 40th Avenue
Red Deer, Alberta T4N 2W5
Phone: 403-343-2455
Website: <http://eastview.rdpsd.ab.ca/>

School Administration:
Principal: Mr. Darrin DeMale
Vice Principal: Ms. Danielle Verklan
Vice Principal: Mr. Mitch Irvine

School Profile:

Eastview Middle School is in its 67th year of operations, having opened in 1956. Its feeder elementary schools include G.W. Smith, Joseph Welsh, Barrie Wilson, Mountview, and Annie L. Gaetz, drawing from the communities of Anders, Aspen Ridge, Clearview Meadows, Eastview, Eastview Estates, Grandview, Inglewood, Ironstone, Michener, Mountview, Rosedale Estates, Rosedale Meadows, and Southbrook. Eastview Middle School includes students in grades six through eight, with a school population anticipated to be approximately 650 students for the 2023-2024 school year. Eastview has 35 teaching staff, including administration, and 11 support staff.

Anticipated Student Enrolment: 635

Anticipated Staff Profile:

- 35 Teachers (34.72 FTE)
- 11 Classified Staff
- 3 Facility Services Staff
- **46 Total Staff**

School Education Plan Development and Communication:

The Eastview 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 Eastview Middle School Education Plan is available at the school and is posted on our website at: <https://www.rdpsd.ab.ca/eastview>.

Eastview Middle School

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 4439 Eastview Middle School

Assurance Domain	Measure	Eastview 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
Student Growth and Achievement	Student Learning Engagement	83.3	83.2	83.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.9	71.7	68.2	79.4	80.3	80.9	Intermediate	Improved	Good
	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	76.6	76.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	22.4	22.4	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	83.4	85.5	85.3	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.7	78.0	77.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.6	78.5	80.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.3	67.1	68.5	79.5	79.1	78.9	High	Improved	Good

Alberta Education Assurance Measures First Nations, Métis, Inuit (FNMI) Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	66.2	67.1	64.6	57.0	59.5	59.1	Low	Maintained	Issue
	5-year High School Completion	74.7	64.8	69.0	71.3	68.0	67.0	Low	Maintained	Issue
	PAT: Acceptable	42.5	44.9	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.2	6.2	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	79.4	75.0	n/a	74.8	68.7	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	11.3	9.3	n/a	11.3	8.5	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	59.7	71.9	68.1	72.8	78.5	77.1	Very Low	Maintained	Concern
	5-year High School Completion	93.1	89.1	90.6	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT: Acceptable	59.3	57.1	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	14.2	13.1	n/a	12.2	13.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	63.5	56.7	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	Diploma: Excellence	14.5	11.3	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategies and Performance Measures:

Student Growth and Achievement	
<i>Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.</i>	
Outcomes	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. 83.3% • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. 72.9% • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Provincial Achievement Tests. 76.6% Acceptable Standard; 22.4% Standard of Excellence. Both of these are significant improvements from previous years.
School Goal and related Strategies	<p>Goal: Grade Team Collaboration</p> <ul style="list-style-type: none"> • Through Common Planning of our Collaborative Grade Teams, we will focus on Big Rocks of the curriculum. With this model, we will ensure strong universal teaching for

	<p>all students. Common outcomes will be taught at the same time in core classrooms throughout the school year to ensure continuity of lesson delivery and ultimate learning.</p> <p>Wellness</p> <ul style="list-style-type: none"> ● Our school is dedicated to creating an environment that promotes physical, mental, and emotional well-being for all members of our community. ● Through a variety of programs, clubs, and activities, we encourage our students and staff to prioritize their well-being and cultivate a healthy lifestyle that will benefit them both now and in the future. ● Tracking Program (GOGET.FIT) <p>Eagle Eyes</p> <ul style="list-style-type: none"> ● We operate a comprehensive anonymous reporting system that allows students to report incidents that occur both inside and outside of our building. Students access this service via a QR Code scan located around our building. Administration gets live and immediate reports whenever a concern is filed.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> ● To be answered in spring of 2025

<p>Teaching and Leading</p>	
<p><i>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.</i></p>	
<p>Outcomes</p>	<ul style="list-style-type: none"> ● 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.

<p>Division Strategies</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Student Growth & Achievement ○ Teaching & Leading ○ Learning Supports <p>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.</p>
<p>Alberta Education Measures</p>	<ul style="list-style-type: none"> ● Percentage of teachers, parents and students satisfied with the overall quality of basic education. 83.4%
<p>School Goal and Related Strategies</p>	<p>Middle School Collaboration</p> <ul style="list-style-type: none"> ● Through collaboration with other Red Deer Public Middle Schools, a collaborative focus on assessment and pedagogy will ensure best practices are being used within our classrooms. ● Middle School Collaboration will occur on three different occasions. RDPSD experts and other professionals will be included in order to enhance our collaboration days. <p>Grade Team Collaboration</p> <ul style="list-style-type: none"> ● Through Common Planning of our Collaborative Grade Teams, we will focus on Big Rocks of the curriculum. With this model, we will ensure strong universal teaching for all students. Common outcomes will be taught at the same time in core classrooms throughout the school year to ensure continuity of lesson delivery and ultimate learning. <p>Assessment Practices</p> <ul style="list-style-type: none"> ● Professional development will be provided to enhance assessment strategies and to allow teachers to explore and implement new and innovative assessment methods in their classrooms. ● By focusing on enhancing assessment practices, we aim to improve student learning outcomes, promote student engagement, and cultivate a culture of ongoing growth and improvement among our educators.

School Performance Measures	<ul style="list-style-type: none"> To be answered in spring of 2025
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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	<ul style="list-style-type: none"> 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 fulfill 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.
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Division Strategies	<ul style="list-style-type: none"> 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.
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Alberta Education Measures	<ul style="list-style-type: none"> The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. 79.7% The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. 83.6%
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School Goals and Related Strategies	<p>Success in Literacy and Numeracy</p> <p>We will provide 40 minutes of dedicated time daily to provide Literacy and academic interventions.</p>
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	<p>Interventions</p> <p>Interventions for literacy and numeracy will be provided to support students' academic growth.</p> <ul style="list-style-type: none"> ● Read Naturally Live, Guided Reading, and Leveled literacy intervention will be a few of the tools used to support Literacy Interventions ● Ongoing tiered supports will be utilized to assist our numeracy intervention. ● Enrichment interventions will be offered in order to challenge high academic achievers. The focus will be on the development of critical thinking and creativity skills. ● Students who are not receiving a specific intervention will receive 40 minutes of Literacy class that focuses on outcomes from the Alberta Program of Studies. <p>Student Support Room</p> <ul style="list-style-type: none"> ● Students will be supported through the use of our SSR. ● SSR is open daily offering numerous short-term supports for individuals
<p>School Performance Measures</p>	<ul style="list-style-type: none"> ● To be answered in spring of 2025

