

Annual Education Results Report & Three Year Education Plan 2011 - 2014



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Wild Rose Public Schools
4912 – 43rd Street, Rocky Mountain House, AB T4T 1P4
1-800-771-0537 403-845-3376 Fax 403-845-3850
www.wrsd.ca

"Creating Powerful Learning Environments"

Accountability Statement

The Annual Education Results Report for the 2010/2011 school year and the Education Plan for the three years commencing September 1, 2011 for Wild Rose Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011– 2014 on November 15, 2011.

Keith Warren, Chair
Board of Trustees

Brian Celli
Superintendent of Schools

DRAFT

Foundation Statements

Mandate

To improve the life chances of all students

Mission

To create powerful learning environments that inspire excellence in learning and support the well-being of all students

Vision

All students complete their programs with a sense of dignity, purpose, and hope.

Values

- Honesty & integrity
- Fairness & empathy
- Respect
- Responsibility & accountability
- Continuous improvement

Beliefs

- Education must be a hopeful activity.
- All students can be passionate, successful learners.
- Our primary purpose is facilitating student achievement.
- The teacher at the front of the class is a powerful model and the most influential variable in student learning.
- Learning best occurs in a positive, safe, and supportive environment that enhances student well being.
- Learning must be unbounded.
- Positive relationships are the foundation of good learning.
- Students will respond positively to quality programs and high expectations.
- Learning should be active, interactive, engaging, relevant, and appropriate to the individual.
- Technology must be used appropriately and innovatively to enhance learning.
- Students must be prepared for life in a rapidly changing civil democratic society.
- The school system must function seamlessly as part of the larger social fabric.

Operating Principles

- The system must be aligned to maintain focus and coherence.
- The system must be open and transparent with frequent communication between stakeholders.
- The system is a “learning community”.
- Programming must adhere to the requirements and expectations of Alberta Education and the communities we serve.

Trends and Issues

Recruitment and Retention of Staff

- The most significant element affecting the quality of education delivered in a school system is the quality of teacher at the front of the class. While WRPS has traditionally been able to recruit very good teachers, retaining them has proven to be more of a challenge, especially as we improve our mentorship and development programs. Further, it is particularly difficult to recruit in the specialty areas of second languages and fine arts, an issue which continues to be clearly reflected in the Accountability Pillar Results.

Students at Risk

- We are seeing a growing number of students with severe behavioral and emotional problems in our schools. While, historically, schools have been able to manage such students, the intensity of the problems today's students are presenting makes this no longer possible. Many of the roots of these problems originate outside the school's walls and so, while schools are still able to mitigate their impact to some degree, the treatment of these problems must also increasingly involve outside supports. This will necessitate increasing cooperation between schools and community support agencies.

Themes Emerging From the Accountability Pillar Results Review

Programs of Study

- All groups surveyed indicated a desire to be able to access increased second language and drama programming. Beyond that, parents and students also identified a wish for increased programming in the areas of art, health, and music. As noted above, it is difficult to attract teachers with training in these specialty areas, however, possibilities do exist to deliver these programs via alternate means. Some schools have already begun to explore these options but more work will need to be done. Finally, if timetabling is an issue, staff will have to explore opportunities to allow students to engage some of these areas in the course of addressing the core curriculum.

Provincial Achievement Test Results

- As a general rule, students in WRPS perform reasonably well on the PATs. There are, however, three areas of concern that emerge from a review of the data. First, while WRPS students tend to outperform their provincial counterparts in terms of acceptable levels of performance, they lag behind them in achieving levels of excellence. This might be indicative of failing to engage students in a deeper level of understanding which might, in turn, cause difficulties for them when it comes time to address more complex understandings in senior level courses. Also, further training is required in Differentiated Instruction and Universal Design for Learning which gives teachers the tools to modify for not only the lower level students but the upper levels as well. Second, grade 9 Math results are continue to be an area of concern and in need of increased attention. Finally, there is one school which is producing particularly weak results in all subjects. A preliminary analysis of its results indicates that this may possibly be the result of large numbers of students (often in double digit percentages) failing to show-up to write the exams. This is a situation that will need to be addressed in the upcoming year as it gives a very inaccurate picture of the actual achievement levels of the school's grade 9 population which usually goes on to achieve satisfactorily in senior high.

High School Culture

- When one reviews the results from, *Drop Out Rate, Diploma Exams, Rutherford Scholarships, Transition Rate, and Work Preparation*, one is left with the impression that there is a need to foster a culture of higher academic and achievement expectations for ALL students than currently seems to be the case at the high school level. While there are some encouraging indicators — overall, there is a need for high schools to review current thinking and practices with an eye toward creating environments that encourage more students to achieve at higher levels. Indeed, if we are to live up to the expectation that we ought to encourage all students to achieve to their fullest potential, nothing less can occur.

Partially Disengaged Parent Community

- The *Parent Involvement* scale, continues to decline and has become a concern. If one accepts that this is indicative of a parent community that is feeling somewhat disengaged from the school/system and the

decisions affecting their children's educations, it might help to explain the lower parent ratings in the *Education Quality*, *Life Long Learning*, and *Preparation for Work* categories. If parents are disengaged, or feeling as if they are being shut out of the system, they are less likely to have positive views of it. This is potentially further compounded by the lack of an accurate picture of what is really going on in terms of the education being provided to their children due to a lack of accurate information. In any event, it is important that parents believe they are legitimate partners in the decision making process regarding their children's educational programs. It is interesting that this result occurs at the very time in which the division has increased its communications efforts and initiated a number of efforts to more fully and meaningful engaged parents.

First Nations, Métis, and Inuit

- Results in this category continue to be very strong relative to provincial results and are approaching those of the larger population. That said, there is still significant work ahead and it is important to remain focused on achieving the goal of FNMI students achieving at least as well as the general population. In terms of building toward positive futures for these students, one key area of attention will be that of *Transition Rate*. While WRPS academic results are very strong, the transition rate hovers around that of the province indicating that FNMI youth are not building on the strong start they are receiving. It will be important for greater attention to be given to encouraging these youth to pursue additional training to open up greater possibilities in their lives.

Summary of Accomplishments

Shared Vision of Outstanding Leadership

- One of our goals in Wild Rose Public Schools is to develop and sustain a strong, identifiable culture of outstanding educational leadership, exemplary teaching and excellence in student learning. We have defined this culture as “the beliefs, knowledge, skills and attributes relative to high-performance educational leadership, teaching and learning that are consistently, expertly and creatively put into practice by the entire staff of a school division, relative to respective roles, thereby creating opportunities for each student to achieve optimal learning”.
- We believe educational leaders “become what they aspire to” and so we are not content to set our sights on a minimal or “acceptable” performance standard. We also recognize the cause-effect relationship between outstanding educational leadership, exemplary teaching and excellence in learning. For those reasons, we have developed the *Shared Vision of Outstanding Educational Leadership* for our school division. We define outstanding educational leadership as “the expert, consistent and creative application of the fundamentals of educational leadership practice, thereby creating opportunities for every student to have ongoing access to exemplary teaching and opportunities to achieve optimal learning”. The *Shared Vision of Outstanding Educational Leadership* complements the Division’s *Shared Vision of Exemplary Teaching*.
- The *Shared Vision of Outstanding Educational Leadership* describes our core beliefs about educational leadership practice, and the fundamental actions we undertake that are consistent with our beliefs. We have expressed the fundamental actions in the form of affirmations that show the type of educational leaders we are becoming on a consistent basis. The affirmations are specific, observable commitments that we are making to our school communities. They are also a powerful description of the influences educational leaders have on instructional practice and student learning. It is to be noted that each set of affirmations has been cross-referenced to Alberta Education’s *Principal Quality Practice Guideline*.

What follows is our commitment to making outstanding educational leadership, exemplary teaching and excellence in learning the norm in Wild Rose Public Schools. We commit to applying the expressed core beliefs and fundamental actions consistently, expertly and creatively so that all students have the best possible opportunities to learn

Shared Vision of Exemplary Teaching

- Believing that it is important to provide people with a vision of what the goal might look like if improvement is to occur, the division undertook the development of the *Shared Vision of Exemplary Teaching*. This initiative was broad-based including input from administrators, teachers and trustees and underwent a number of revisions prior to being declared ready for release. It is significant that this tool was not developed by administration. Rather, it was developed, in large measure, by practicing teachers, for practicing teachers. It is not intended that it will be used for evaluative purposes, rather, that it will be a tool for teachers to use as they deem most appropriate to inform their professional development plans.

A Framework for Supporting Exemplary Teaching

- continuing growth towards exemplary teaching and outstanding leadership
 - fostering supportive and trusting relationships
 - practicing collaborative supervision of teaching and learning.
1. A committee consisting of teachers, school leaders, and district administrators facilitated by an external consultant focused on how we can work together to support exemplary teaching.
 2. Professional growth is a career long process by which the teacher continually develops a plan to achieve professional learning goals aligned with the TQS and Exemplary Teaching construct in consultation and support from school based leadership.
 3. Continuous growth is fostered by collaborative supervisory processes that guide, support and monitor teaching and learning.
 4. In our strides to improve our Instructional Leadership practices, *A Framework for Supporting Exemplary*

Teaching will assist in assuring an embedded district wide practice of continuous improvement.

Focus on Teaching Practice

The **most effective** means of improving educational achievement is to improve teaching practice in the classroom. With this in mind the division continues to implement a number of initiatives.

These include:

Three P.D. "Streams"

- **Smart Learning**, an instructional approach grounded in brain research, - a cohort of lead teachers has been developing. These teachers will take a leadership role in the development of this initiative in years to come.
- **The Galileo Initiative**, focused on the competencies required for effective instruction in twenty-first century learning environments
- **Assessment for Learning** focused at the grade 7-12 level - a cohort of subject area leaders is being developed. These teachers will take a lead role in promoting assessment for learning practices.

Each of these streams is built on the most current principles of effective learning theory and each has a strong research base.

Instructional Coaches – Are present in each school and meet regularly as a cohort to develop more effective means to help their colleagues reflect upon and improve their practice.

The **second most effective** means of improving educational achievement is to have school administrators operate as effective instructional leaders.

Instructional Leaders (administrators) will participate in focused **Instructional Learning Rounds** this year with the guidance of University of Calgary researcher Candace Saar. The aim of these rounds is to strengthen the ability of administrators to recognize and support robust learning in the modern educational learning environment.

FNMI Initiative

- Over the course of the 2009-2010 school year, Wild Rose undertook to redefine its working relationship with its aboriginal partners. This work grew from the obvious conclusion that, in spite of continuous effort, the results we were achieving were not where we believed they should be. To address this issue, the focus was changed from working to help First Nations youth better "fit" the system, to utilizing the resources of the system to better meet the needs of First Nations youth as identified by the First Nations community. While this is a relatively new initiative, it is showing some very positive signs. While progress was limited during the 10-11 year, foundations were laid for increased development in future years.

Wellness Screen

- Getting off to a good start in school is a key factor in later success. We know this from decades of experience and volumes of research, however, too often, we overlook the importance of ensuring that children begin school "ready to learn." On June 9, WRSD Speech Pathologists & Occupational Therapists, community doctors, Community Health Nurses, McMan Services, and Parent Link banded together in a tremendous display of community collaboration to provide a wellness screen for children aged 4-5 years old. Through this effort, a number of children were identified as having delays that would result in them being severely challenged to be successful in school. As a result, we will be able to develop early interventions that will give them a better chance to be successful as they begin school and move into the future!

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	83.1	83.2	83.3	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	75.2	71.9	73.3	80.9	80.5	80.1	Intermediate	Improved	Good
		Education Quality	85.1	86.2	86.9	89.4	89.2	88.9	Intermediate	Declined	Issue
		Drop Out Rate	5.8	6.0	5.8	4.2	4.3	4.7	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	73.4	73.3	71.6	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	80.9	78.6	79.2	79.3	79.1	78.0	Intermediate	Improved	Good
		PAT: Excellence	13.9	15.8	14.6	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	79.1	82.2	80.8	82.6	83.4	84.0	Low	Maintained	Issue
		Diploma: Excellence	11.8	11.8	11.1	18.7	19.0	18.9	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	45.3	42.1	41.5	54.9	53.5	53.5	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	55.4	51.0	51.7	59.6	56.9	57.0	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	49.9	47.8	51.7	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	73.8	72.9	75.3	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	73.8	75.1	74.0	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Issue	Parental Involvement	74.8	76.8	78.7	79.9	80.0	79.4	Intermediate	Declined	Issue
Continuous Improvement	Acceptable	School Improvement	75.9	76.5	76.9	80.1	79.9	78.8	Intermediate	Maintained	Acceptable

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	14.0	10.4	12.3	10.4	11.2	11.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	66.3	68.1	55.7	38.2	34.1	34.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	62.5	71.9	69.7	58.1	59.1	56.5	Very Low	Declined	Concern
		PAT: Excellence	8.1	12.5	8.8	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	82.9	72.5	78.8	77.7	76.3	76.8	Low	Maintained	Issue
		Diploma: Excellence	0.0	5.9	10.4	7.4	8.7	9.0	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	33.1	45.4	28.0	19.1	16.7	16.6	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	51.6	53.1	42.2	32.1	27.5	27.4	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	27.0	34.9	26.0	31.2	33.9	31.8	Very Low	Maintained	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.0	79.7	79.3	78.6	80.9	78	Intermediate	Improved	Good	79	80	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.8	14.1	13.9	15.8	13.9	17	Intermediate	Maintained	Acceptable	18	19	21

Comment on Results (OPTIONAL)

Results on PATs continue to be strong. While gr. 9 results are improving, there is still some work that is required to reflect provincial results. In all cases, these results reflect a deliberate policy of building a solid, sustainable foundation of improvement rather than the pursuit of other approaches that may yield short-term results that are not sustainable long-term. Our PAT participation results are 3-5.5 % higher than the province in all areas.

Strategies

- Each school along with instructional coaches and lead teachers will develop a plan to improve mathematical understanding (Grades 4-5-6-7-8-)
- Work with a school to develop strategies to increase participation rates in gr. 9 PATs
- Continue to develop teacher leadership and instructional capacity- Distributed Leadership
- Encourage schools to review practices, policies and procedures to look for ways to foster positive relationships
- Continuation of calendars that will facilitate teachers engaging in in-depth study of education issues
- Continuing to increase Central Office presence in schools (walkthroughs and staff meetings) as a means to deepen conversation and pinpoint areas growth
- All schools throughout the division will develop their understanding for assessment for learning to increase student engagement levels
- Using our student information system to bring awareness of individual student progress to the forefront.
- Interagency early intervention screening day.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

² Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

Outcome: Students achieve educational outcomes

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (high school portion only)
- High school completion rates are showing continual improvement
- Children and youth with at risk factors have their needs addressed through timely and effective programs and supports
- Students are well prepared for lifelong learning

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.2	79.7	80.4	82.2	79.1	84	Low	Maintained	Issue	85	86	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.6	12.4	9.1	11.8	11.8	15	Low	Maintained	Issue	16	17	18

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	71.5	71.3	70.2	73.3	73.4	75	Intermediate	Maintained	Acceptable	77	78	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.8	6.4	5.0	6.0	5.8	5	Intermediate	Maintained	Acceptable	4.5	4	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	49.2	52.2	55.0	47.8	49.9	56	Intermediate	Maintained	Acceptable	57	58	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	52.7	51.5	52.5	51.0	55.4	53	Intermediate	Improved	Good	54	55	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.5	37.0	45.3	42.1	45.3	46	Intermediate	Improved	Good	49	52	60

Comment on Results (OPTIONAL)

We are noticing that when reviewing the 3 year average the DIP exam results have maintained.

Increased attention to students at risk at the high school level positively affected this number. For those students who do encounter some difficulty in their programs, though, more attention will have to be provided to them to ensure they receive the supports necessary to be successful.

Drop out rate This result has stayed fairly constant over the years but needs to come down under 4%. It is anticipated that focusing more attention on early identification of issues and subsequent interventions as well as on transitions to high school and grade-to-grade and changing teaching practices will begin to have a positive impact on this result. We are maintaining and acceptable by this outcome depends heavily upon the economy.

High School to Post Sec-We have always been concerned , for a long period of time and engaging instructional approaches that link “school learning” to students’ lives outside of the school building.

Strategies

- Support teachers in their improvement efforts through use of the *Shared Vision of Exemplary Teaching* document, The Shared Vision of Outstanding Leadership and Supporting Exemplary Teaching Framework..
- Improve the instructional Leadership skills of school-based administrators through focused instructional rounds and focused PD in administrator meetings.
- Through AISI, continue to develop the skills of the school-based Coaches and encourage increased utilization of their skills
- Continue central support of initiatives aimed at allowing teachers to develop new skills and understandings – including cohort work in SMART Learning, Galileo, Assessment for learning.

- Explore alternate and more flexible program delivery options for students at risk.
 - Focus on improving transitions, especially between schools, to ensure that students receive the necessary supports at these critical times. Begin discussion on reconfiguration.
 - Develop a deeper understanding of Assessment for Learning.
 - Work with high schools to explore means of creating cultures of high expectations
 - Implement "My Blueprint" to allow teachers, students and parents to better track student progress toward graduation.
-
- Utilizing the SIS for the more timely, accurate and deliberate identification of students potentially at risk of not completing their programs.
 - Further we will develop "pyramids of intervention" or other formal intervention strategies for students identified as being potentially at risk
 - Continue to develop new approaches to teaching and learning that will encourage increased student engagement
 - Support the increased use of the *Program Planning Teams* as an effective tool to address the needs of students at risk
 - Expand partnerships with community support agencies to ensure that students receive appropriate supports
 - High Schools will provide alternate delivery models to accommodate those students whose needs might preclude participation in a regular program
 - Provide school-based counseling supports for students at all levels
 - Continue to develop strong relationships with the local FNMI community
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- Encourage schools to provide access to post -secondary information (eg. Fairs, field trips, speakers)
 - Explore opportunities to link teachers with university researchers as part of their classroom work

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*
- *Students are well prepared for Life Long Learning*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	68.5	72.0	75.1	75.1	73.8	77	Intermediate	Maintained	Acceptable	79	81	82
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	71.5	76.8	76.2	72.9	73.8	77	Intermediate	Maintained	Acceptable	78	80	82

Comment on Results (OPTIONAL)

Strategies

Citizenship

- Support high school efforts to develop community volunteer programs for students
- Support Character Education programs within schools (eg. On Course, How Full is Your Bucket)
- Provide opportunities for greater student engagement in the system (e.g., Speak Out!, Tell them from Me)
- Work with local communities to identify opportunities for schools to work on community projects
- Continue to support the Board's involvement with the Public Speaking Competition

Employment

- Continue to provide opportunities for teachers to develop teaching practices that encourage the development of critical and creative thinking, problem solving, communication skills, technological abilities, and independent work habits
- Continue to support the development of a career education program that is part of the fabric of each student's program rather than an afterthought.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The education system meets the needs of all K–12 students and supports our society and the economy*
- School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	68.4	73.4	74.5	71.9	75.2	74	Intermediate	Improved	Good	76	78	79
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.4	87.1	87.4	86.2	85.1	88	Intermediate	Declined	Issue	89	90	90
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	78.5	82.8	83.8	83.2	83.1	85	Intermediate	Maintained	Acceptable	87	89	90

Comment on Results (OPTIONAL)

These improved results are likely the result of the interaction of a number of initiatives including:

- A more structured Family Wellness Worker program
- The impact of the *Aim for Success* program in Drayton Valley
- The impact of the School Resource Officer program in the Rocky Mtn House area
- School-based anti-bullying and Roots of Empathy programming

An analysis of these results indicates that they are greatly impacted by a desire for greater access to both second language opportunities and fine arts programming in the division's smaller rural schools. While it is difficult to attract the specialty teachers required to run full programs in these areas, it is possible to integrate them to some degree into the delivery of regular classes. As the technology backbone stabilizes, it will become possible to explore the delivery of such courses via the internet.

The slight drop in the "Quality" rating largely reflects a drop in student results. In some measure, this is the result of the longer time it takes to implement more engaging teaching approaches in the upper levels. Most of the concern noted centered on the "interest" level of the work students are being asked to do.

Strategies

- Expansion of the School Resource Officer Program
- Continue support for: Roots of Empathy and DARE
- Provide increased counseling support for students in the middle years
- Expand programming aimed at addressing relational issues (e.g., Challenge Day, Get Real Day, etc.)
- Pursue the development of "One-Stop Centres" for families and youth in need of support services
- Continue to develop *Health Promoting Schools* initiative that includes an emphasis on wellness
- Encourage expansion of the *Renaissance Program*
- Review/develop policy with respect to alternate sexual orientations
- Review second language and fine arts programming across the division
- Explore alternate delivery options for programs
- Continue to develop career support programs
- Through alternate instructional approaches, explore the possibility of integrating fine arts into the delivery of the core program
- Explore the potential of expanded partnerships with Red Deer College
- Improve the flow of information about the system to stakeholders
- Strengthen "student voice" in the system
- Continue to work on the integration of more engaging approaches to learning in the upper grades

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.2	80.0	79.4	76.8	74.8	80	Intermediate	Declined	Issue	82	85	86
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	67.0	75.2	79.0	76.5	75.9	80	Intermediate	Maintained	Acceptable	81	82	83

Comment on Results (OPTIONAL)

These results do not yet reflect the importance the division attaches to engaging parents as legitimate partners in the education of their children. The division will continue to make a concerted effort to address this issue in the upcoming year through work with the school councils.

Strategies

- Host Joint School Council Meetings with the intention of exploring how to more productively engage parents as legitimate partners in the improvement process
- Support "PD" activities for School Councils
- Continue to seek formal community input through Town Hall Meetings
- Seek informal community feedback by means of digital media
- Increase Senior Management attendance at School Council meetings
- Implement programs to facilitate increased home-school communication via the internet

- Continue to centrally support opportunities for teachers to work on developing contemporary pedagogy
- Pilot new calendar to allow for increased teacher collaboration and PD time
- Continue to provide central support for teachers working to develop skills with technology
- Provide increased PD for administrators to assist them in developing skills in instructional leadership
- Encourage increased collaboration amongst schools
- Continue to host the Educational Symposium
- Superintendent to spend more time in schools supporting the work schools are doing to realize the vision of all students being successful
- Host a Share Fair at which schools will be able to highlight particularly successful work
- Develop a PD plan for Substitute teachers to ensure their knowledge and skills are kept current
- Continue support for the Principal Leadership Program
- Provide ongoing encouragement to teachers to utilize the *Shared Vision of Exemplary Teaching* in the development of their Growth Plans
- Strengthen communication efforts to ensure parents have the opportunity to be better informed about changes in education in general and in their schools in particular

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Key learning outcomes for FNMI students improve

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	56.7	52.6	46.3	68.1	66.3	69	Intermediate	Maintained	Acceptable	71	73	76
Drop Out Rate - annual dropout rate of students aged 14 to 18	16.4	16.6	9.8	10.4	14.0	9	Very Low	Maintained	Concern	7	6	5
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	17.2	34.9	27.0	37	Very Low	Maintained	Concern	39	41	45
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	30.0	23.5	50.0	53.1	51.6	53	Intermediate	Maintained	Acceptable	55	56	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.5	5.5	33.2	45.4	33.1	47	Low	Maintained	Issue	48	50	55

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.7	69.1	68.2	71.9	62.5	72	Very Low	Declined	Concern	74	76	80
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.1	7.3	6.6	12.5	8.1	12	Very Low	Maintained	Concern	14	16	18
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.0	82.6	81.3	72.5	82.9	86	Low	Maintained	Issue	87	88	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.0	17.4	7.8	5.9	0.0	13	Very Low	Declined	Concern	14	15	18

Comment on Results (OPTIONAL)

Compared with provincial results, Wild Rose operates a very successful program for FNMI students. However, it is obvious that there is room for improvement when those results are compared to the general school population. Working in partnership with the local FNMI community, it is the aim of the division that there will be no difference in these results.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Continue developmental work on an informal education arrangement with local FNMI community
- Develop a FNMI youth leadership group to provide input on educational programming
- In partnership with local FNMI groups create a “healing circle” alternative for serious student discipline issues (distinct from that aimed at the adult population)
- Develop the FNMI Liaison Committee as a means to provide valuable insight and feedback to inform the division’s work
- Continue to work with the local FNMI community to promote Aboriginal Days and other First Nations celebrations
- District FNMI worker will continue to develop relationships with families and the First Nations community
- Provide training for the youth leadership students to deliver lessons on First Nation’s culture, history, etc.
- Explore options for First Nations training programs with Red Deer College
- Work with local Band Schools to develop a career program
- Explore the possibility of “partnering” with Ta’Otha School
- Develop an “education centre” that will serve as a focus and resource area for the program in the Rocky area; this may serve as an alternate study centre especially during the afternoon/evening
- Develop alternative strategies to support those students unable to complete full school days; this may include on-line options through the centre
- Work to bring the different groups of youth together
- Develop a “culture” program at the senior high level that would allow students to earn a certificate in aboriginal studies
- Continue to develop SMARTLearning approaches for use with FNMI students
- Run PEPLine pilots with a small number of identified FNMI students (to develop personal control)
- Continue efforts to engage the parent community
- Host a second Youth Forum followed by a combined parent-youth forum

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30-1, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

SITE BASED BUDGET PRINCIPLES *[Board Minute 15/03]*

School Budget Principles

1. All staff and school councils must have the opportunity for involvement in the budget planning process.
2. All revenue is revenue of the board. The amount of per pupil allocation for a school is derived as a function of the actual revenue of the board.
3. The board's budget allocation to schools establishes and maintains principles of equity based on the number of students being served and their needs.
4. The responsibility for expending instructional block funds is delegated to schools through the school budget allocation.
5. School education plans, which identify division and school goals and priorities, must be addressed in the budget.
6. The budget must reflect the anticipated costs of meeting the identified educational requirements of all students.
7. The budget must serve as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.
8. The budget must be developed in accordance with generally accepted accounting principles

Support Block Budget Principles

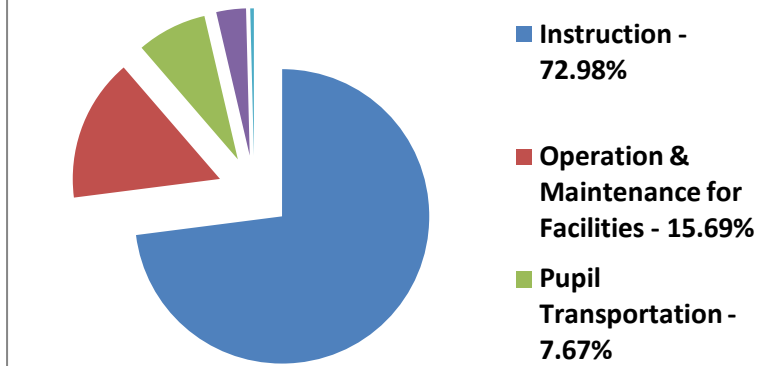
1. Support block budgets reflect the needs of schools, and schools must have the opportunity to express those needs in the budget planning process.
2. The amounts allocated to support block are derived as a function of the actual revenue of the board.
3. The board's budget allocation to support blocks reflects actual revenues of the board for support functions, as well as division wide instructional programs and initiatives.
4. The responsibility for expending support block funds is delegated to the appropriate support location, through the allocation of revenues to that location.
5. Annual divisional support goals and programs must also be addressed in the budget.
6. The budget must reflect the anticipated costs of meeting the goals of support functions.
7. The budget must serve as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of the resource deployment of support locations.
8. The budget must be developed in accordance with generally accepted accounting principles.

2011-12 Budgeted Statement of Revenue & Expenditures				
	Final Approved Budget 2011-12	Final Approved Budget 2010-11	Actual 2009-10	Actual 2008-09
REVENUE				
Government of Alberta	58,995,250	53,389,660	51,537,118	51,187,658
Fed. Gov't and/or First Nations	57,600	39,000	83,910	72,417
Other Alberta School Authorities	6,600	0	75,908	0
Instruction Resource Fees	491,080	291,690	633,790	458,806
Other Sales & Services	271,100	185,230	281,368	566,416
Investment Income	82,000	150,000	61,806	140,685
Gifts & Donations	20,000	20,000	119,238	168,698
Rental of Facilities	5,000	2,000	17,704	10,185
Net - School Generated Funds	1,200,000	1,200,000	1,703,513	1,559,416
Disposal of capital assets	0	0	13,458	1,101
Amortization of Cap. Allocations	2,460,000	1,891,660	1,891,658	1,853,039
TOTAL REVENUE	63,588,630	57,169,240	56,419,471	56,018,421
EXPENDITURES				
Certificated salaries	28,013,260	26,016,210	27,180,696	25,364,847
Certificated benefits	5,722,010	2,871,050	2,725,268	2,741,673
Non-Certificated salaries	11,497,680	10,239,080	11,032,814	10,069,589
Non-Certificated benefits	2,297,300	2,149,420	2,238,800	2,063,799
Services, Contracts and Supplies	13,024,940	13,212,090	9,431,245	9,850,143
Net - School Generated Funds	1,200,000	1,200,000	1,703,513	1,559,416
Amortization of Capital Assets				
Supported	2,460,000	1,891,660	1,891,658	1,853,039
Un-Supported	1,594,120	1,396,580	1,396,586	1,342,709
Interest on Capital Debt	187,000	285,050	253,741	306,296
Other Interest Charges	0	0	1,064	141
TOTAL EXPENDITURES	65,996,310	59,261,140	57,855,385	55,151,652
SURPLUS (DEFICIT)	-2,407,680	-2,091,900	-1,435,914	866,769

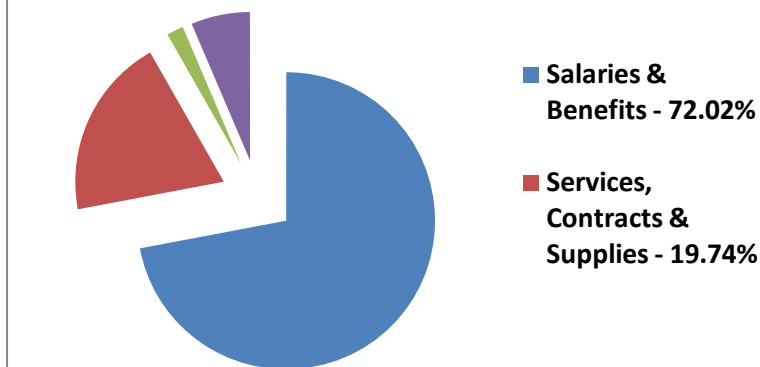
2010-11 Budgeted Allocation of Revenue & Expenditures (By Program)				
	Final Approved Budget 2011-12	Final Approved Budget 2010-11	Actual 2009-10	Actual 2008-09
REVENUE				
ECS - Grade 12 Instruction	42,458,620	41,149,900	42,064,641	40,974,737
Operations & Maintenance of Facilities	8,065,000	9,092,860	7,201,598	7,533,683
Pupil Transportation	4,840,000	4,600,000	4,640,999	4,784,458
Board & System Administration	2,137,750	1,994,980	2,101,244	2,353,229
External Services	261,900	331,500	410,989	372,314
TOTAL REVENUES	57,763,270	57,169,240	56,419,471	56,018,421
EXPENSES				
ECS - Grade 12 Instruction	48,163,660	43,441,290	44,042,044	40,653,119
Operations & Maintenance of Facilities	10,354,510	9,092,860	7,214,031	7,478,160
Pupil Transportation	5,060,000	4,400,510	4,167,408	4,335,788
Board & System Administration	2,156,240	1,994,980	2,123,749	2,353,377
External Services	261,900	331,500	308,153	331,208
TOTAL REVENUES	65,996,310	59,261,140	57,855,385	55,151,652
<p>Link to Administrative Procedure 511 (School Generated Funds) http://www.wrsd.ca/downloads/511%20School%20Generated%20Funds.pdf</p> <p>WEB LINKS: Web link to Audited Financial Statements http://www.wrsd.ca/downloads/2010-2011-audited-financial-statements.pdf http://www.wrsd.ca/downloads/2010-auditedfinancialstatements-wrps.pdf</p> <p>Web link to Jurisdictions budget for 2011/2012 http://www.wrsd.ca/downloads/budgetreport-yearendingaugust31-2012.pdf</p> <p>Web link to Provincial roll up of jurisdiction AFS information http://education.alberta.ca/admin/funding/audited.aspx</p>				

How Our Funding Is Spent - 2011/12 BUDGET

By Function



By Expense Category



Summary of Facility and Capital Plans

During the 2010-11 school year, the Board received approval from Alberta Education and Infrastructure to proceed with the demolition of the old H.W. Pickup school in Drayton Valley with a budget allocation of \$726,693. The Board is also involved in negotiations with the Rotary Club of Drayton Valley for the sale of the old H.W. Pickup CTS building and site.

At the regular Board meeting held on October 18, 2011, the Board approved the following projects for inclusion in its 2011-14 Capital Plan.

- Modernization and gym addition to the David Thompson High School
- Replacement of the four modular units at the Evergreen School

Parental Involvement

Over the months of September and October, updated school plans were presented to all School Councils at regularly scheduled School Council meetings. Parents had the opportunity in these meetings to offer input into school plans prior to them being finalized.

Timelines and Communication

Posted on Wild Rose Public Schools website by November 30, 2011:

http://www.wrsd.ca/Our%20division/superintendent2009/WRPS%20Three_Year_Education_Plan%202010-2013.pdf

Three year plan link will be sent out to school councils.

Hard copy available at Education Center and each school site.

Parents and school councils were involved in Town Hall Meetings which provided input into the Three Year Plan.

Web Link to Jurisdiction AISI Project Annual Report:

<http://www.wrsd.ca/downloads/AISI%20Project%20Annual%20Report%202010-2011.pdf>

Web Link to Jurisdiction Average Class Size Report:

Core Subjects

<http://www.wrsd.ca/downloads/corejurisdictionreport-2010-2011.pdf>

All Subjects

<http://www.wrsd.ca/downloads/alljurisdictionreport-2010-2011.pdf>