

Altario School

Combined 3-Year Education Plan 2011-2014

and

Annual Education Results Report (AERR) reporting on 2010/2011 results.

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SECTION A

PRAIRIE LAND REGIONAL DIVISION NO.25 SCHOOL EDUCATION PLAN
2011/2012 SCHOOL PROFILE/CONTEXT

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

School Profile

Provide a brief statement that describes your school demographically, as well as mission, beliefs, program & community context.

ALTARIO SCHOOL

ADDRESS: General Delivery

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STUDENT POPULATION as of September 30, 2011

GRADE	(ES)	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
#'s	(0)	5	3	3	2	6	3	11	4	10	4	5	0	56

Altario School is a grade 1 to 12 school, centered in a productive farming and oil based community, in east central Alberta. Currently the school has 56 students enrolled, the majority of whom are bused to and from school. The classes are divided into split classrooms of grades 1/2/3 and grades 4/5/6, with varying splits in grades 7 – 11. The school is served by 4 full time teachers, 4 part time teachers, a part time principal and a complement of support staff including teaching assistants, librarian and school secretary.

Altario School places academic excellence at the forefront and provides opportunities for students to participate in co-curricular and extra-curricular activities. With the objective of expanding curricular opportunities, video conferencing is becoming a major factor in Altario School.

Community volunteers play a valuable role and create the environment of a 'school community' that has a long standing tradition of success.

Trends affecting operations

Include trend data from previous achievement results and surveys.

The Accountability Pillar shows positive results in all categories.

- Enrollment necessitates effective incorporation of video conferencing into program planning at the senior high level.
- The process of 'cycling courses' has provided an efficient method of program offering.
- Data within the 2010-2011 accountability pillar reflect a highly effective school.
- A proposal regarding triple grading in previous AERR's has been implemented.

SECTION B

2011/2012 INSTRUCTIONAL FOCUS

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

Please provide the Instructional Focus for your school, including the measures that you plan to use to determine whether or not you have met the outcomes of your Instructional Focus.

The school instructional focus for the fifth consecutive year is improving reading comprehension in English Language Arts.

A concentrated effort to improve reading comprehension in language arts, as well as support for other courses, continues to guide the staff at Altario School. Teachers teaching language arts will be using a variety of programs, measurements and strategies to support this endeavor. The Blended Style and Structure Method of Writing is a school wide program that also supports reading comprehension and is used across the grades to support students success. These instructional tools will be addressed through staff collaboration with the intention of strengthening teachers' repertoire of strategies, building continuity across the grades and provide insight and instructional practices for all staff within the school.

Student growth in reading comprehension are determined using Gate MacGinite testing. A variety of comprehensive exercises will be used over the term in the classrooms to monitor skill development and to allow for changes and implementation of supportive skill development. PAT's and Diploma exams also provide measures of reading comprehension abilities.

AISI Project -- The 3rd and Last Year. Continuing:

The essential skills identified within 21st century learning have been identified as information literacy, digital literacy, global awareness, environmental awareness, cultural proficiency and collaborative capacity.

The development of these skills requires specific attention being given to:

- Curriculum relevance
- Curriculum mapping
- Student engagement
- Rapport
- Assessment
- Scaffolding
- Metacognition

Problem based learning that allow students to work on authentic problems, use collaboration, expand critical thinking ability and demonstrate engagement requires teachers to build a complement of teaching strategies and participate in curriculum examination and development. Teachers are using Cloud software with Moodle.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Altario School			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	Excellent	Safe and Caring	96.0	93.6	95.5	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	81.7	84.9	83.6	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	92.3	94.0	96.5	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	8.1	4.2	4.3	4.7	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	*	86.7	86.7	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	96.9	96.0	96.3	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	18.8	20.0	16.6	19.6	19.4	18.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	100.0	92.1	82.6	83.4	84.0	*	*	*
		Diploma: Excellence	*	66.7	46.0	18.7	19.0	18.9	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	86.7	86.7	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	59.6	56.9	57.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.3	59.8	59.3	*	*	*
		Work Preparation	92.1	91.3	90.4	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	92.2	84.5	87.9	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	86.5	90.4	92.8	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.9	92.5	92.8	80.1	79.9	78.8	Very High	Maintained	Excellent

Notes:

- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- 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).	91.3	96.8	96.0	96.0	96.9	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	26.1	25.8	4.0	20.0	18.8	15.0	High	Maintained	Good	15.0	15.0	15.0

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.

Comment on Results

Results and targets represent very high expectations and show improvement in areas identified in 2010 report (PAT/Diploma Excellence)

District Strategies

Provide professional development activities relating to new and existing curricula that support 21st century teaching and learning practices.

Review second language instruction to ensure quality programs and teaching excellence is available to all students enrolled in these programs.

Implement division-wide marking of achievement tests.

Review division-wide exemption practices to maximize participation in the writing of achievement tests.

Focus instructional practice on 21st century learning skills such as critical thinking, problem solving, and inquiry to ensure higher order learning and improved achievement at excellence.

Develop division-wide, outcomes-based, summative assessment tools across the grades and by subject.

Implement superintendent-level visits to schools with a focus on student achievement results and instructional leadership.

School Strategies

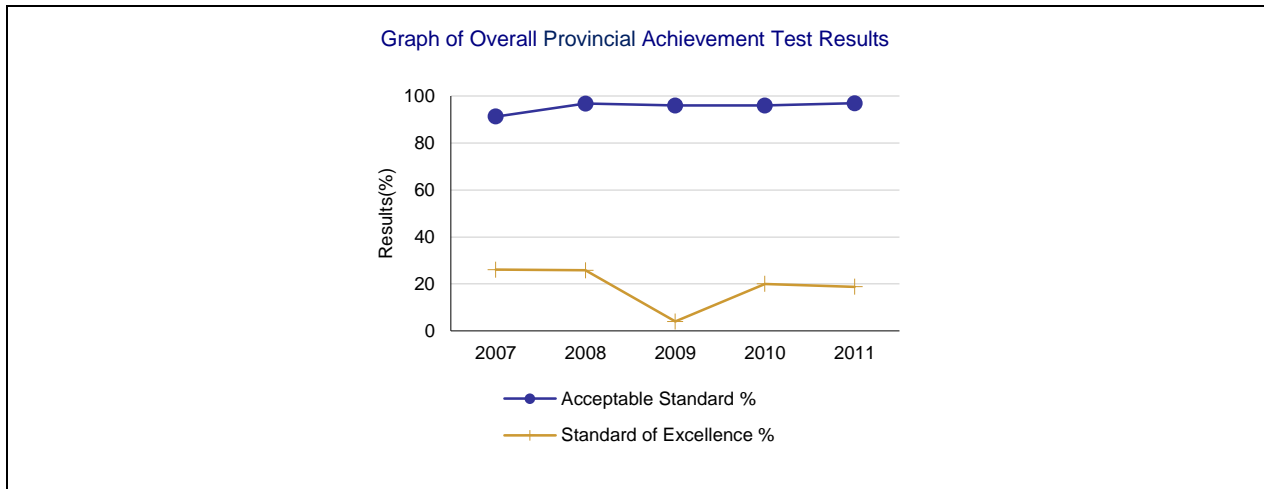
- Celebrate success demonstrated and convey the message to the public
- Analysis of PAT and Diploma group and individual results
- Promote teacher participation in district wide collaborative groups
- Promote professional development activities at the district and school level that support 21st century teaching and learning practice

Provincial Achievement Test Results – Measure Details

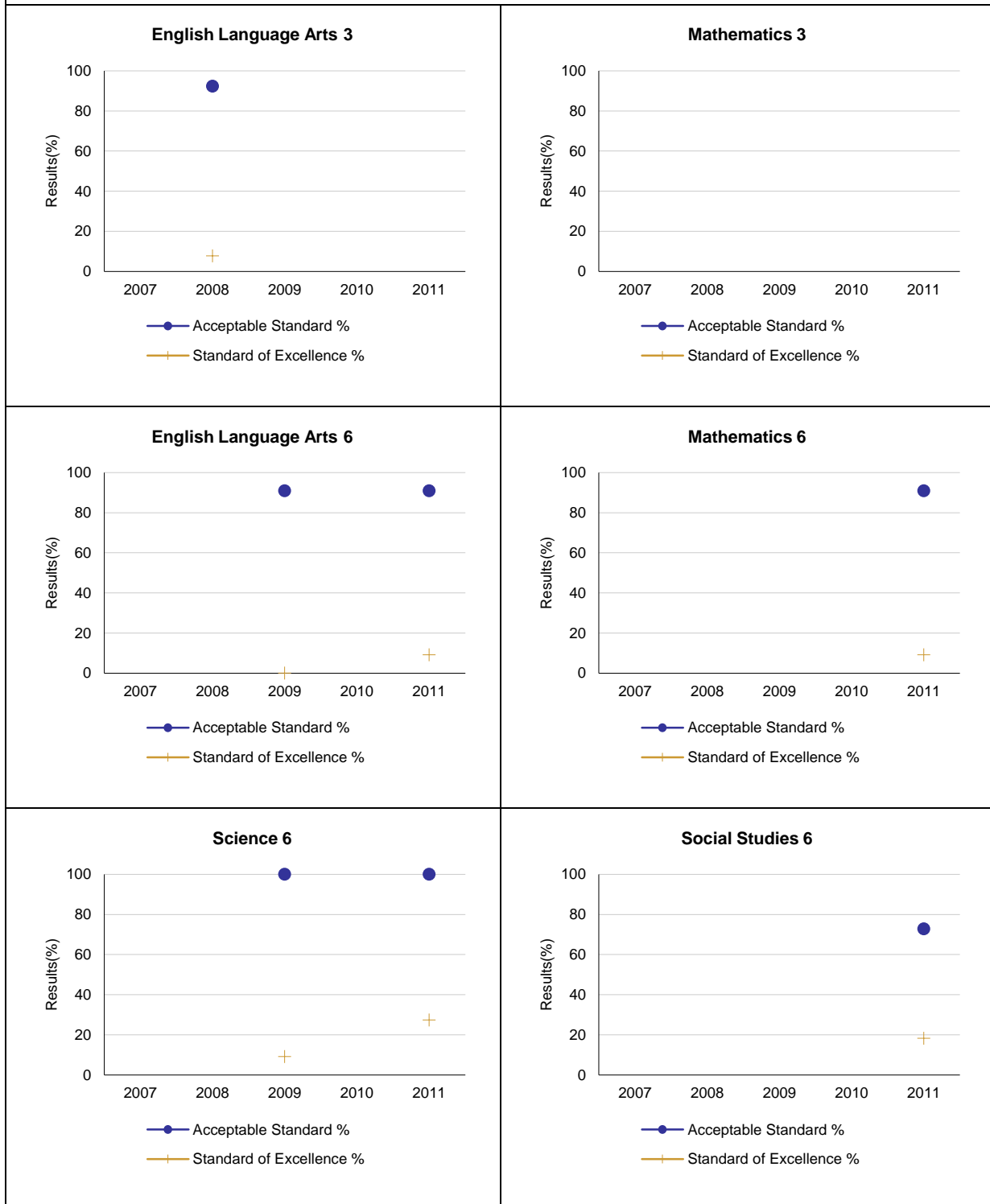
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	*	*	92.3	7.7	*	*	*	*	*	*	100	15
	Authority	87.1	18.5	81.8	13.3	78.5	11.1	93.2	17.1	85.0	15.9		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.8	30.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	*	*	*	*	90.9	0.0	*	*	90.9	9.1	100	15
	Authority	86.8	27.1	80.0	27.1	73.0	16.4	86.0	14.9	87.8	13.8		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.9	9.1	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.6	13.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	*	*	*	*	100.0	9.1	*	*	100.0	27.3	100	15
	Authority	76.9	24.5	78.4	33.8	76.0	19.8	84.3	25.6	80.5	24.4		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	72.7	18.2	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.9	16.5	79.7	17.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	School	*	*	100.0	50.0	n/a	n/a	100.0	16.7	*	*	100	15
	Authority	86.3	20.2	82.3	15.0	79.0	13.7	82.1	15.4	86.6	20.2		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.7	15.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Science 9	School	*	*	100.0	33.3	n/a	n/a	100.0	16.7	*	*	100	15
	Authority	71.2	16.1	70.8	11.5	71.5	20.3	74.8	9.8	79.8	17.6		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7	*	*	100	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	69.9	20.3	72.3	17.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		

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

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

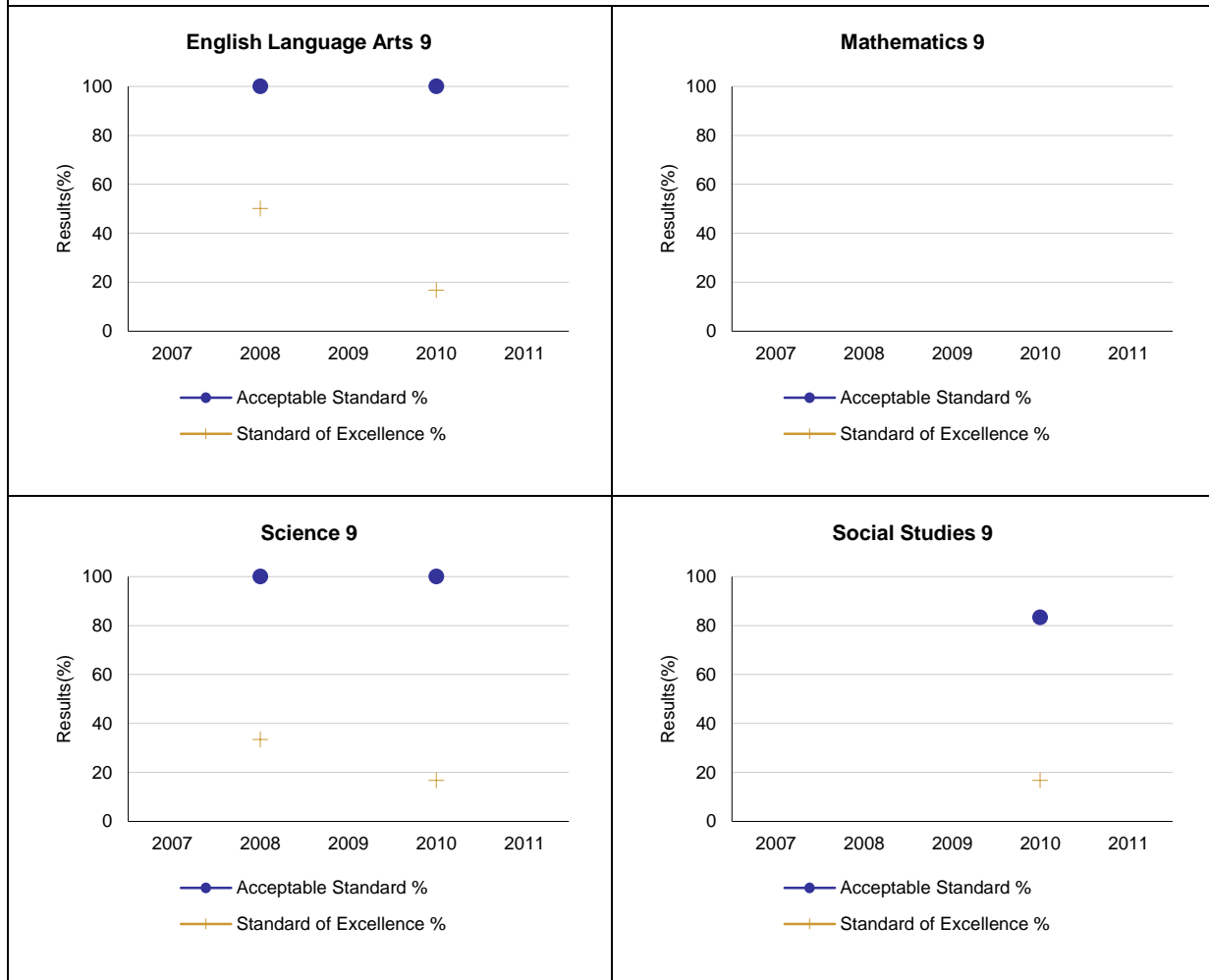


Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Altario School							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	2	*	13	92.3	42,944	81.8	42,052	81.0
	Standard of Excellence	*	*	*	2	*	13	7.7	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	High	Maintained	Good	11	90.9	11	90.9	43,433	83.0	43,646	82.1
	Standard of Excellence	Low	Improved	Acceptable	11	9.1	11	0.0	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Very High	Maintained	Excellent	11	100.0	11	100.0	43,441	76.2	43,534	76.0
	Standard of Excellence	High	Improved	Good	11	27.3	11	9.1	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	11	72.7	n/a	n/a	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	n/a	n/a	11	18.2	n/a	n/a	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	*	*	*	4	*	6	100.0	43,024	79.1	43,763	78.2
	Standard of Excellence	*	*	*	4	*	6	33.3	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	*	*	*	4	*	6	100.0	42,932	74.9	43,553	71.7
	Standard of Excellence	*	*	*	4	*	6	25.0	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	*	*	*	4	*	6	83.3	43,128	67.2	43,769	68.9
	Standard of Excellence	*	*	*	4	*	6	16.7	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Goal One: Success for Every Student

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).	*	83.3	92.9	100.0	*	100.0	*	*	*	100.0	100.0	100.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	50.0	21.4	66.7	*	15.0	*	*	*	15.0	15.0	15.0

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.	*	*	*	86.7	*	100.0	*	*	*	100.0	100.0	100.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	7.2	6.7	17.7	0.0	0.0	0.0	Very High	Improved	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	35.4	*	*	*	*	75.0	*	*	*	75.0	75.0	75.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*	15.0	*	*	*	15.0	15.0	15.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	86.7	*	75.0	*	*	*	75.0	75.0	75.0

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 (*).

Comment on Results

Results indicate the ultimate goal of any school. One student, within very small populations, may create a significant effect on results. A successful result with no historical data due to sample size. Results and targets represent very high expectations and show improvement in areas identified in 2010 report (PAT/Diploma Excellence) Small numbers result in suppressed data.

District Strategies

Continue to monitor individual high-school student programs to ensure they have sufficient credits to graduate.

Continue to develop an "exit plan" for every graduating student with the assistance of the district career practitioner.

All Individual Program Plans (IPP's) for students with severe disabilities are monitored and reviewed regularly by the Program Coordinator in consultation with the designated special education teacher and classroom teacher. All consultants' reports are reviewed for accuracy and content prior to attaching it to the students' permanent records.

For those students at risk who are also student in care, supports are in place with the cross-ministry Success in School initiative. The Family Resource workers have been designated as the point people, and are working with CFSA to establish a Success in School plan for all students in care.

The ECS teachers have done the Early Development Instrument (EDI) as part of the Early Child Development (ECD) Mapping Project. Communities have started the work to address the needs of preschoolers within the area. In two of the areas early learning fairs are planned to assist parents in understanding developmental stages of their children, and when necessary referral information for health services and supports are provided.

Meetings with special education teachers take place three times a year. These meetings focus on new initiatives and expectations regarding students with special needs.

Colony teachers are provided a tutorial for IPP development.

Further work is needed in preparing our classroom teachers for an inclusive classroom setting, as outlined in Setting the Direction – Action for Inclusion. This work will also provide support to teachers in addressing the needs of our mild/moderate student population. PLRD has initiated work with Learning Coaches in our schools to assist and support the inclusive classroom.

Schools will continue to monitor every student's progress towards achieving a high school diploma. An exit-plan is developed for each student to achieve this goal.

The division cycle 4 AISI Project will address the teaching of 21st century skills in an effort to increase student engagement and learning relevance for all students. It will also concentrate on school leadership in the support and supervision of classroom instruction.

Ensure that wrap-around programming is available for all students in care through interagency coordination.

Monitor grade 9 to grade 10 transition rates and report card data each term to support at-risk students

Improve tracking and monitoring of attendance for all students less than 16 years of age.

Continue to implement portfolio development and presentations for each high-school student.

Survey graduates on a three-year cycle to determine if they were adequately prepared for post-secondary programs, and adjust programs as necessary. PLRD will survey all graduates from the previous three years in the 2010/2011 school year (i.e. – grads from June 2008, 2009, 2010).

School Strategies

Monitor at-risk student achievement and implementation of support programs. This may involve administration, classroom

teachers, special ed. and FRW personnel.

Calm 20 and CTS courses provide information and resources associated with career choice.

A Grade nine parent meeting is held in May or June to facilitate program planning for students.

Early intervention with support programs for at-risk students.

Continue efforts to maintain parental involvement within the school and their child's progress.

In partnership with the district career counsellor: Support RAP, Green Certificate, Health Intern Program and Tech Prep Scholarship
And Career Fair

- Celebrate success demonstrated and convey the message to the public
- Analysis of PAT and Diploma group and individual results
- Promote teacher participation in district wide collaborative groups
- Promote professional development activities at the district and school level that support 21st century teaching and learning practice

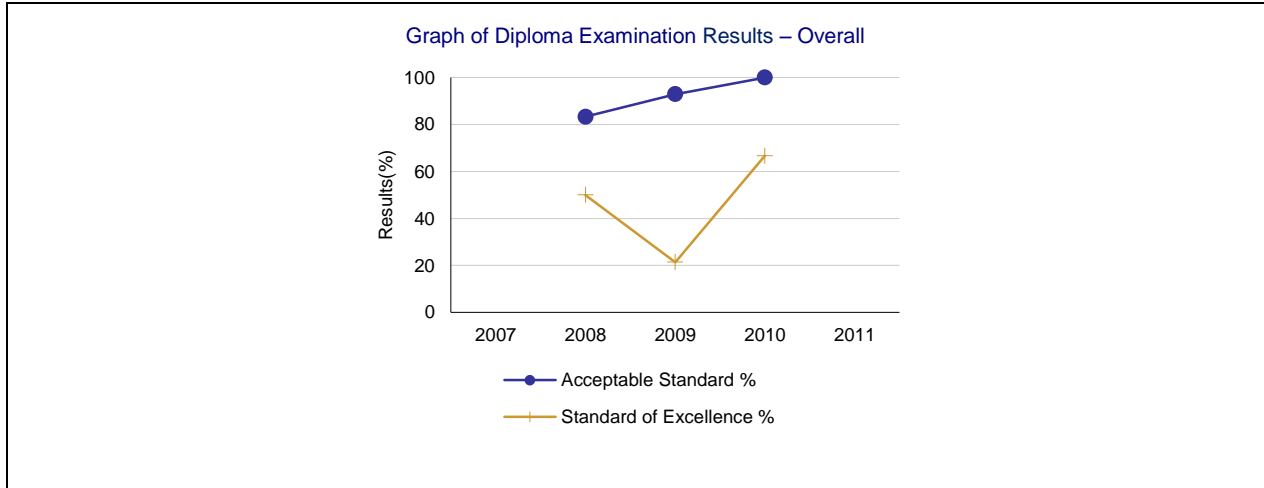
- Exit planning begins in grade 10 and regular review by staff and career practitioner, ensures students are well informed regarding post secondary opportunities.
- Resources are utilized by the school to support student interest and knowledge about careers in fields of interest and support transition to post secondary.
- Parents are provided information and support primarily through the career practitioner
- The special education teacher provides support within the school for students considered at-risk

Diploma Examination Results – Measure Details

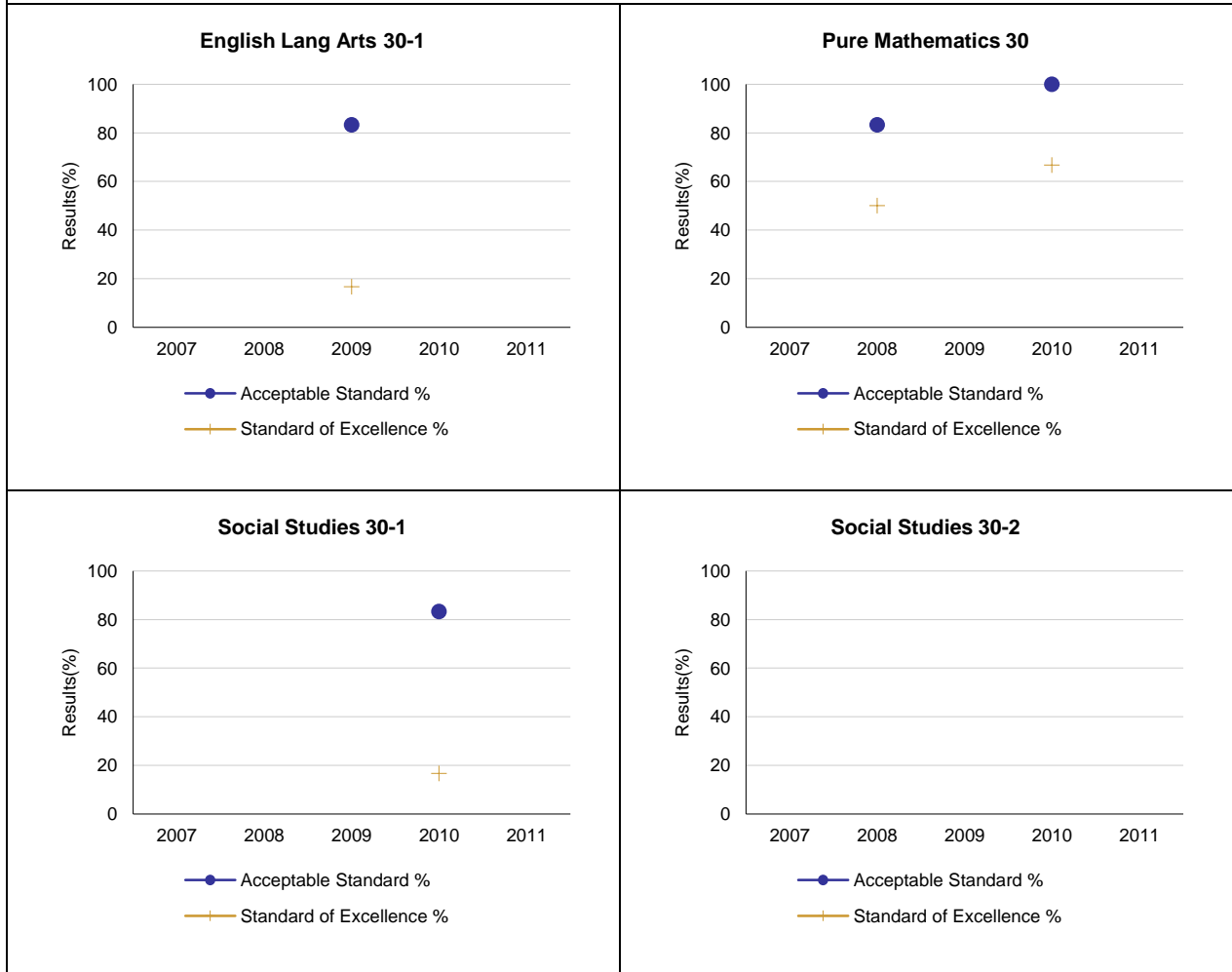
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	n/a	n/a	83.3	16.7	n/a	n/a	*	*	85.0	15.0
	Authority	87.0	20.8	90.3	16.1	92.4	12.1	81.9	12.5	81.4	3.4		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	School	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a	100.0	15.0
	Authority	78.4	2.7	89.7	17.2	92.9	7.1	91.2	8.8	100.0	3.1		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
Pure Mathematics 30	School	n/a	n/a	83.3	50.0	n/a	n/a	100.0	66.7	n/a	n/a	85.0	15.0
	Authority	74.1	9.3	82.2	21.9	80.0	22.2	77.6	28.6	76.9	17.9		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	15.0
	Authority	78.6	17.9	89.7	10.3	81.3	25.0	76.7	6.7	71.0	9.7		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	80.3	21.3	78.3	18.1	88.1	20.9	*	*	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	76.6	7.8	75.5	4.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	80.0	14.3	90.9	18.2	92.9	11.9	*	*	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	94.7	13.2	91.7	13.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	School	*	*	n/a	n/a	100.0	28.6	n/a	n/a	n/a	n/a	85.0	15.0
	Authority	84.0	20.0	75.9	14.8	82.1	21.8	69.8	15.9	77.4	18.9		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	78.0	20.0	93.2	32.4	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	100.0	16.7	n/a	n/a	*	*	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	75.7	24.3	80.0	22.5	75.0	25.0		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	86.4	20.5	76.5	23.5	n/a	n/a	*	*	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	67.5	20.0	78.3	8.7	58.1	6.5		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

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

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

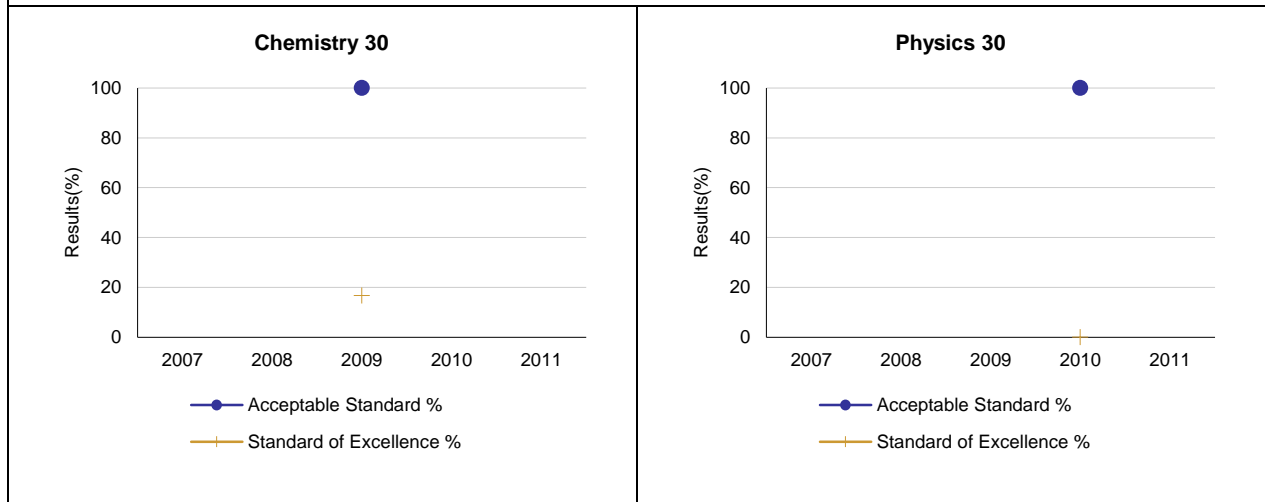


Diploma Examination Results by Course



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

Diploma Examination Results by Course



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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Altario School							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	6	83.3	29,063	84.4	28,502	86.1
	Standard of Excellence	*	*	*	5	*	6	16.7	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,550	88.6	13,676	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	91.7	23,033	81.0	22,548	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	58.3	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,807	74.3	10,371	77.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	83.3	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	16.7	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	100.0	22,817	81.9	21,372	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	28.6	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	*	*	*	5	*	6	100.0	18,792	75.1	18,152	77.6
	Standard of Excellence	*	*	*	5	*	6	16.7	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	100.0	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8

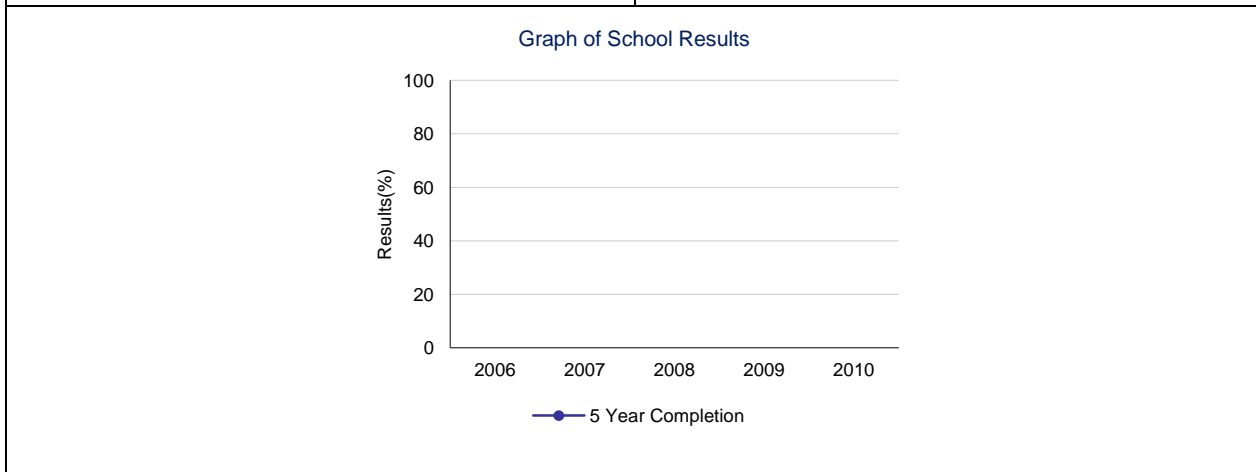
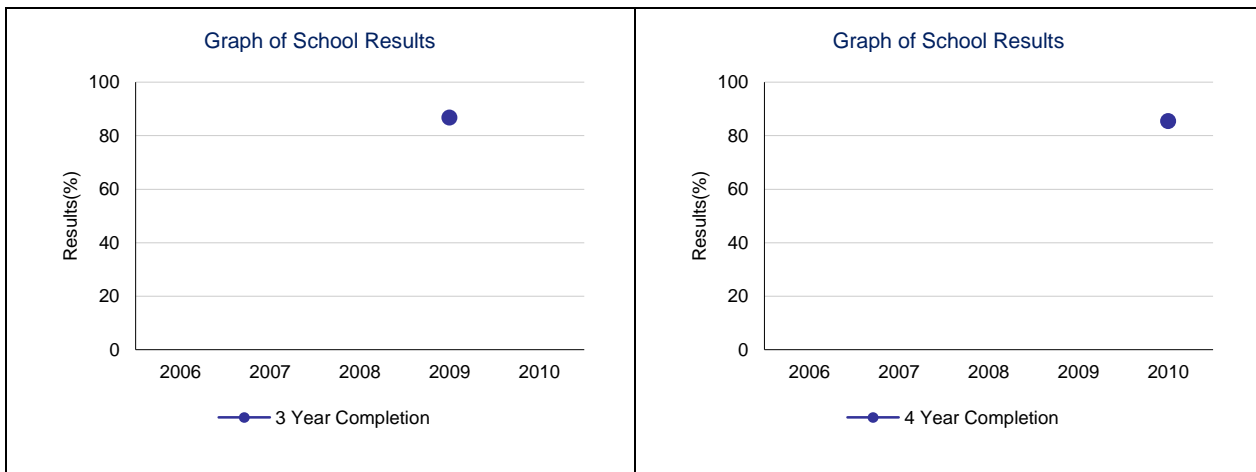
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

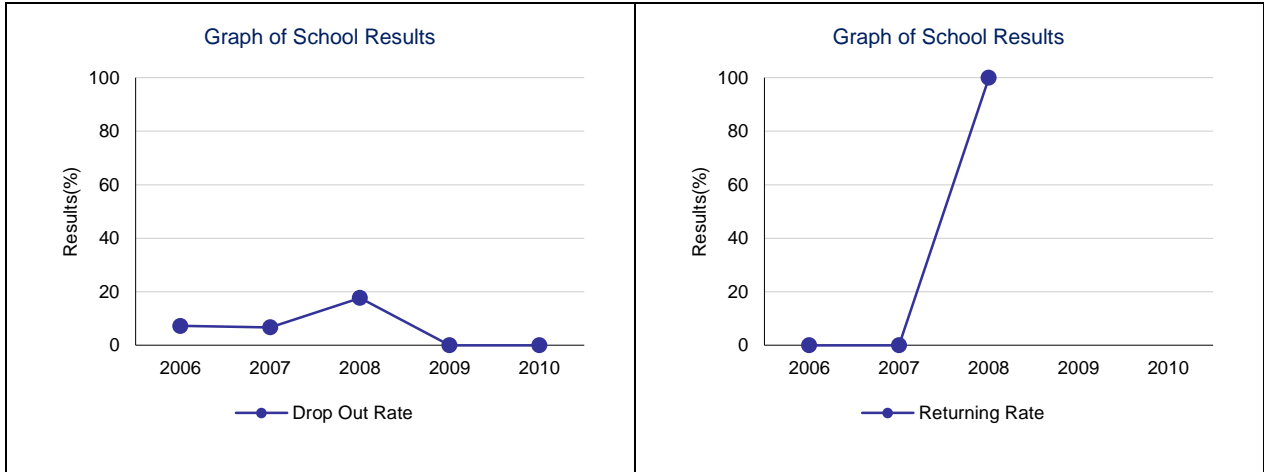
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	*	*	*	86.7	*	83.3	72.2	85.1	82.1	87.4	70.6	71.1	70.8	71.5	72.6
4 Year Completion	*	*	*	*	85.4	85.0	87.8	79.2	86.9	83.2	76.1	76.1	76.3	76.1	76.9
5 Year Completion	*	*	*	*	*	81.0	86.5	87.9	80.8	88.4	78.1	78.9	78.7	79.0	79.0



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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	7.2	6.7	17.7	0.0	0.0	3.1	4.1	5.2	4.4	4.2	4.7	5.0	4.8	4.3	4.2
Returning Rate	0.0	0.0	100.0	*	n/a	43.4	6.3	14.6	26.5	9.9	21.2	21.3	19.8	23.5	27.9

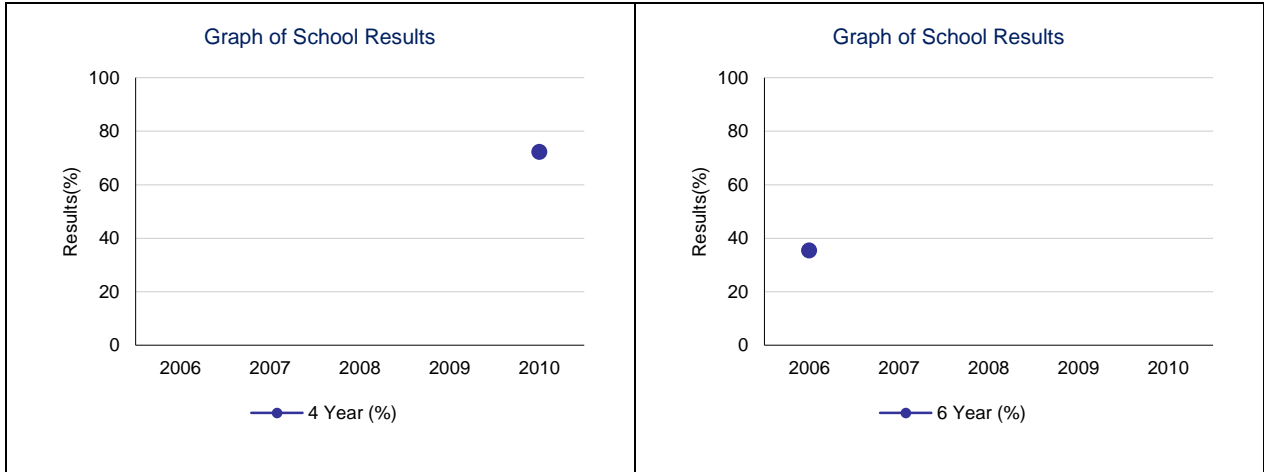


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	*	*	*	*	72.3	45.9	51.5	46.2	59.1	42.1	37.7	38.7	38.9	37.5	37.8
6 Year Rate	35.4	*	*	*	*	61.5	65.6	67.3	68.1	63.2	58.1	58.8	59.2	59.8	59.3

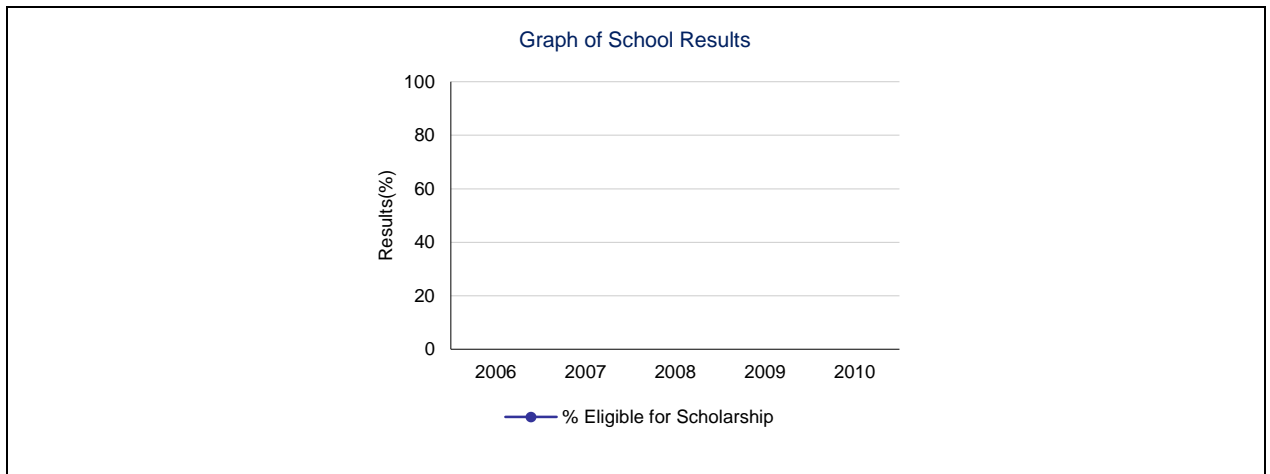


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	*	*	*	*	*	60.5	55.5	69.7	68.9	72.4	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	2	*	*	*	*	*	*	*	*
2007	1	*	*	*	*	*	*	*	*
2008	1	*	*	*	*	*	*	*	*
2009	5	*	*	*	*	*	*	*	*
2010	2	*	*	*	*	*	*	*	*

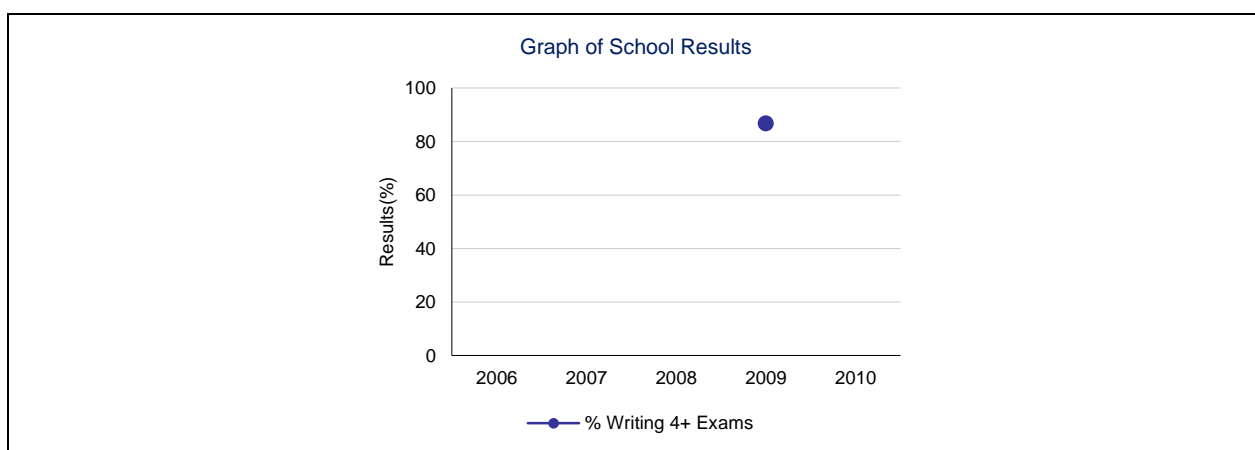


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Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	*	*	*	13.3	*	10.8	16.2	10.7	14.3	8.2	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	*	*	*	86.7	*	89.2	83.8	89.3	85.7	91.8	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	*	*	*	86.7	*	86.8	80.2	88.7	84.2	91.8	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	*	*	*	86.7	*	69.0	62.8	81.8	72.7	70.6	65.6	65.6	64.9	65.2	66.0
% Writing 4+ Exams	*	*	*	86.7	*	57.4	53.7	68.1	56.9	56.5	53.7	53.6	53.3	53.5	54.9
% Writing 5+ Exams	*	*	*	86.7	*	40.3	35.5	45.7	39.6	31.8	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	*	*	*	69.3	*	16.3	15.1	16.0	17.3	15.9	13.0	13.2	12.7	12.9	13.4



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	*	*	*	83.3	*	56.4	52.6	69.5	51.8	59.1	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	*	*	*	0.0	*	27.8	27.4	18.8	31.9	31.3	23.5	23.6	24.0	24.5	25.1
Total of 1 or more English Diploma Exams	*	*	*	83.3	*	84.2	79.3	86.7	83.7	89.6	77.1	77.0	76.7	77.1	78.0
Social Studies 30	*	*	*	66.7	*	49.6	47.4	64.8	51.8	2.6	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	*	0.0	*	n/a	n/a	0.0	0.0	49.6	n/a	n/a	0.0	0.0	45.7
Social Studies 33	*	*	*	16.7	*	35.3	32.6	21.9	32.6	6.1	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	*	0.0	*	n/a	n/a	0.0	0.0	32.2	n/a	n/a	0.0	0.0	27.4
Total of 1 or more Social Diploma Exams	*	*	*	83.3	*	84.2	79.3	85.9	83.0	89.6	77.2	77.2	76.7	77.4	78.1
Mathematics 30 / Pure Mathematics 30	*	*	*	83.3	*	43.6	40.7	49.2	39.7	40.0	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	*	*	*	0.0	*	23.3	23.7	21.1	24.1	26.1	19.5	19.5	19.1	19.7	19.7
Total of 1 or more Math Diploma Exams	*	*	*	83.3	*	65.4	62.2	69.5	63.8	66.1	60.7	60.7	59.7	59.9	60.6
Biology 30	*	*	*	83.3	*	45.1	46.7	54.7	51.8	54.8	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	83.3	*	n/a	n/a	n/a	19.9	33.0	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	0.0	*	n/a	n/a	n/a	22.0	20.0	n/a	n/a	n/a	17.5	20.0
Science 30	*	*	*	0.0	*	0.8	0.0	0.0	0.0	0.0	7.0	7.0	7.4	8.2	9.0
Total of 1 or more Science Diploma Exams	*	*	*	83.3	*	57.9	53.3	73.4	59.6	59.1	56.7	56.5	56.1	56.1	57.6

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

Goal One: Success for Every Student

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

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.	88.6	90.0	89.3	84.5	92.2	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0
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.	n/a	100.0	80.0	91.3	92.1	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0

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

Comment on Results

Results exceeded target and indicate meeting targeted ratings.
Results continue to reflect significant success.

District Strategies

Create a dialogue with parents regarding the attitudes and behaviours that parents believe will make students successful at work when they finish school.

Develop and provide information to parents, students, and staff as to how our schools prepare students for work through programs such as work experience, RAP, take your children to work, character education, and through the informal school curriculum.

Arrange for presentations for high-school students regarding safety in the workplace.
Continue to facilitate off-campus educational opportunities (i.e. – RAP, work experience, Green Certificate).
Continue to promote job shadowing through the “Take Your Kid to Work Day”.
Continue to promote character education.
Implement a division-wide study skills program.

All PLRD schools will become involved in community service through delivery of real-world, cross-curricular projects that address relevant social problems.

Promote student leadership through co-curricular and extra-curricular activities, especially those that have "lifelong" possibilities (student government, conferences, seminars, sports, band, and drama).

Continue to recognize individual students who demonstrate exemplary service and leadership in schools and their communities.
Celebrate the way schools are engaging students in active citizenship activities that help them contribute back to both their local communities and the global community.

School Strategies

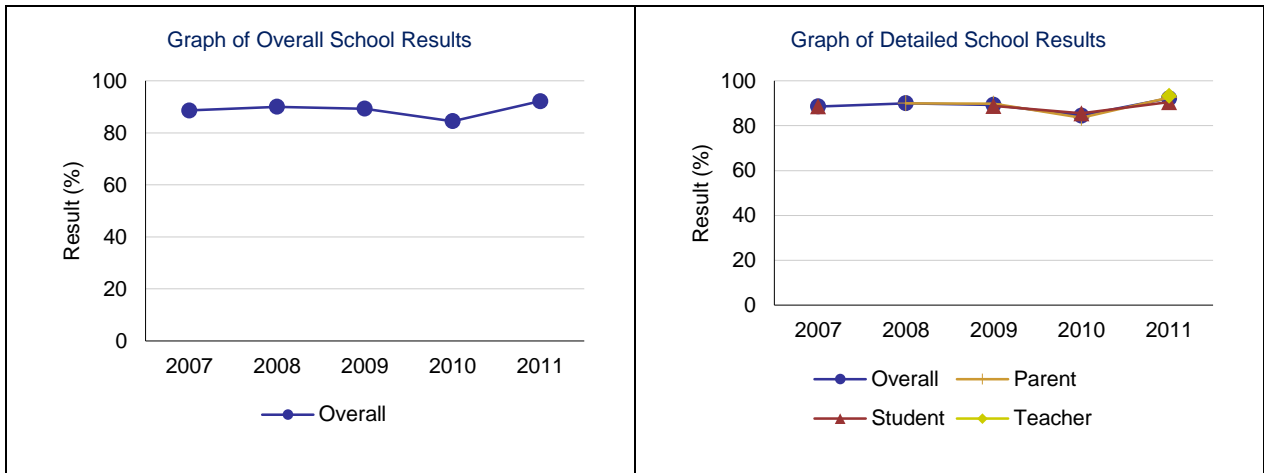
- Continued facilitation of work related programs such as RAP, Green Certificate and Work Experience
- Planning and providing for successful career development will be facilitated through the career practitioner, administration, Calm 20 and CTS program.
- Promote lifelong learning skills
- The 'Spotlight On Program' continues to draw attention to positive characteristics and celebrate student's personal traits and how they contribute to success for lifelong learners
- Character education programs are ongoing within classrooms and facilitated through the FRW when necessary.
- In grade 9, students are introduced to career search programs and examination of personal interests and career choice
- Attendance is monitored and communicated with students and parents on a regular basis

- Continue to promote student community involvement that parallels the tremendous efforts of the community as a whole
- Continued support of students in their Students Union as they demonstrate leadership and community involvement through the organization of many activities. Some of these activities are specific to students (Halloween Carnival and Easter Disking) and others such as community suppers are evidence of the strong citizen traits exhibited by the students of Altario.
- Continue the support of students participating and demonstration of leadership within 4-H.
- Recognize the efforts of students modelling active citizenship in their support of charitable organizations evidenced by their participation in Terry Fox, Operation Christmas Child, UNICEF and Jump Rope for Heart.
- Students are actively engaged in extracurricular activities and also provide the community with entertainment through band and drama productions.
- Students are formally recognized through a variety of awards and scholarships available to all students. The accomplishments are recognized in assemblies, newsletters, announcements and the website.

Citizenship – Measure Details

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.6	90.0	89.3	84.5	92.2	75.6	78.6	80.1	81.7	80.2	76.6	77.9	80.3	81.4	81.9
Teacher	*	*	*	*	93.3	85.7	91.9	92.1	90.3	89.3	89.9	90.6	91.8	93.0	92.7
Parent	*	90.0	89.8	83.5	92.6	72.6	74.0	76.4	81.6	79.9	72.6	74.7	77.4	78.5	78.6
Student	88.6	n/a	88.8	85.5	90.5	68.4	69.9	71.8	73.2	71.3	67.1	68.5	71.8	72.7	74.5

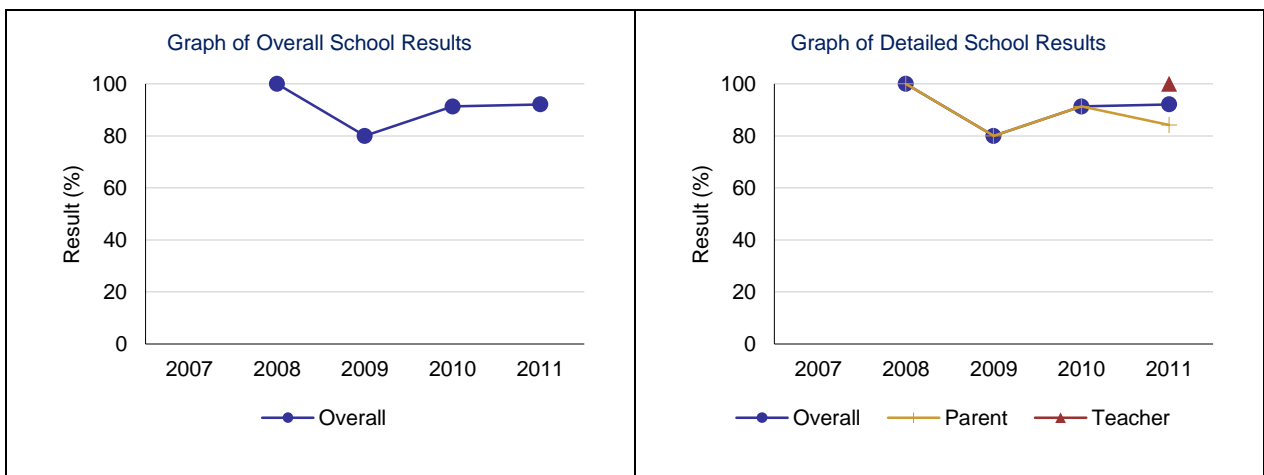


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	100.0	80.0	91.3	92.1	77.1	87.1	82.0	84.9	82.3	77.1	80.1	79.6	79.9	80.1
Teacher	*	*	*	*	100.0	83.9	91.1	94.0	90.7	89.9	89.2	89.3	88.9	90.0	89.6
Parent	*	100.0	80.0	91.3	84.2	70.4	83.1	70.1	79.1	74.8	65.1	70.9	70.2	69.8	70.6



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.	44.7	89.6	76.4	84.9	81.7	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.3	100.0	95.4	94.0	92.3	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0
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.	94.2	100.0	92.9	93.6	96.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0

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

Comment on Results

Very good results over a number of years.

District Strategies

Provide schools with sufficient resources and central office support in order to deliver programs which are appropriate to every student's needs (i.e. student services coordinator, assessment services, district career counselor).

School division calendars and school time-tables have been aligned to enhance program availability to all students through video-conferencing programs.

Provide district coordination and teach in-service for special educational programs to align school practices with emerging trends as identified through Setting the Direction. Work with district administrators to build leadership capacity regarding inclusive learning and differentiation of instruction.

Continue to implement a locally-developed junior high course on personal financial management. Take a critical look at the PLRD study skills program for all schools and begin division-wide implementation of this program.

Implement the newly developed CTS options (Electro-technologies, Mechanics and Wildlife Studies) for Altario, Veteran, Youngstown, and Berry Creek School.

Provide special needs students in our Hutterite schools with better access to special needs programming.

Continue to implement the Paving Health Pathways project throughout the division in an effort to sustain this course after provincial funding is gone (June 2012).

Communicate the Safe and Caring school initiatives at each school to parents and the community through the

PLRD "InFocus" newsletter and other media.

Schools will participate in initiatives to create a safe and caring school environment.

Appropriate district staff will be trained on Threat Assessment protocols and Level 1 and 2 training (November and March).

Continue to train staff in Non-Violent Crisis Intervention.

School staff will be kept aware of the district Pandemic Plan and implementation.

Schools will ensure their School Disaster Plans correlate with their communities Disaster Plans.

School Strategies

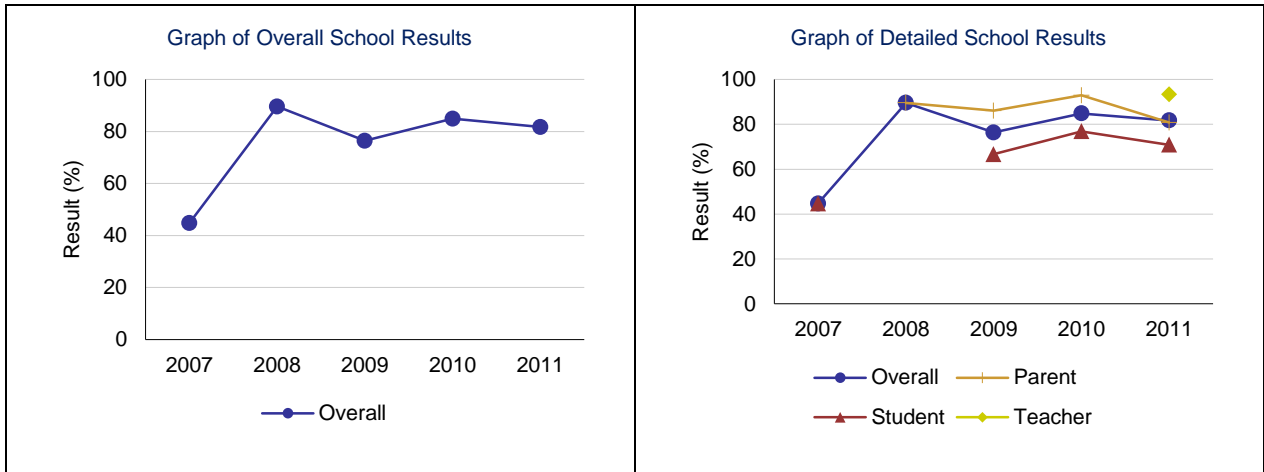
- The school will continue to promote the cohesiveness associated with a small school that presents itself as an effective and caring family.
- 'Spotlight On' program recognizes students for positive character traits monthly. Student's are featured on a bulletin board by the main foyer and are recognized in monthly assemblies with a certificate and school pen. Students are also highlighted in the monthly newsletter which is posted on the school website.
- Safe and caring programs are promoted through in class character education
- Associated programs are also facilitated through the FRW
- Some staff are trained in nonviolent crises intervention
- The Pandemic Plan and the School Disaster plan will be reviewed with staff and community

- Continue to offer a core program that meets the needs of the students and community.
- The cycling of courses continues to be a necessity and is traditional within the school.
- Video conferencing will be effectively incorporated to maximize program offering which includes the Paving Health Pathways Project.
- Daily Phys Ed. and music/band are presented to Gr. 1 to 9.
- A financial literacy program in conjunction with Junior Achievement will be presented from Gr. 5 to 9.
- CTS courses will be presented to Sr. students in a classroom setting and further expanded using ADLC to meet personal interests
- RAP/work experience opportunities provide a method of meeting 'CTS trades' objectives and the Green Certificate program meets some individual needs
- German is offered from Gr. 4-6
- The Special Education program is coordinated by a part time special ed. teacher that is responsible for facilitating a program that meets the needs of identified students.

Program of Studies – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	44.7	89.6	76.4	84.9	81.7	69.6	75.4	76.2	74.4	71.4	78.5	79.4	80.3	80.5	80.9
Teacher	*	*	*	*	93.3	76.7	86.7	86.2	82.2	79.8	85.7	86.4	86.8	87.7	87.6
Parent	*	89.6	86.1	92.9	80.8	68.9	76.2	75.1	76.6	75.3	76.9	77.6	78.7	78.0	78.3
Student	44.7	n/a	66.7	76.9	70.9	63.0	63.3	67.4	64.2	59.3	72.9	74.1	75.3	75.9	76.9

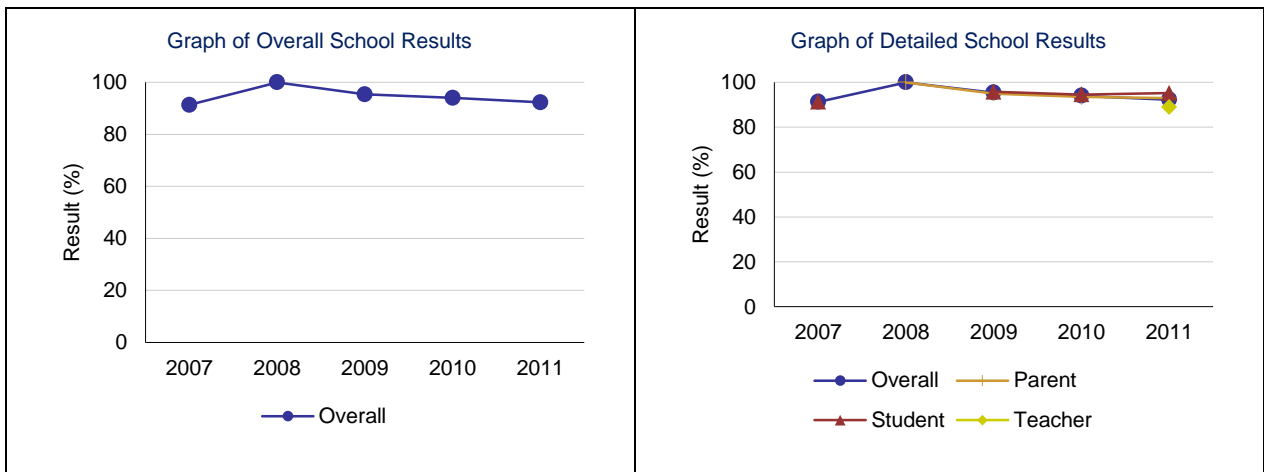


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	91.3	100.0	95.4	94.0	92.3	86.7	87.2	88.4	87.2	88.3	87.6	88.2	89.3	89.2	89.4
Teacher	*	*	*	*	88.9	91.2	93.7	93.1	89.8	93.4	94.7	94.9	95.3	95.6	95.5
Parent	*	100.0	95.0	93.5	92.9	81.2	81.3	82.5	84.9	85.9	81.8	83.0	84.4	83.9	84.2
Student	91.3	n/a	95.8	94.6	95.2	87.8	86.6	89.7	86.9	85.7	86.4	86.6	88.3	88.2	88.5

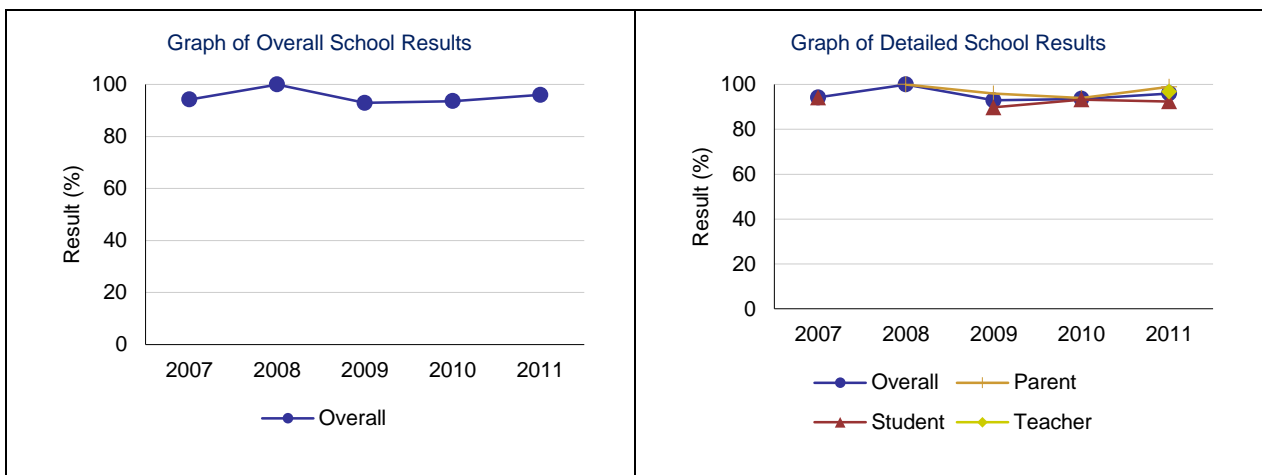


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	94.2	100.0	92.9	93.6	96.0	85.5	86.4	87.5	89.4	88.0	84.2	85.1	86.9	87.6	88.1
Teacher	*	*	*	*	96.7	91.8	94.6	96.0	93.6	94.8	92.6	93.1	93.8	94.4	94.5
Parent	*	100.0	95.9	93.9	98.9	83.1	84.5	86.7	90.0	88.2	81.7	83.2	85.3	86.1	86.6
Student	94.2	n/a	89.8	93.3	92.4	81.6	80.2	79.8	84.5	80.9	78.5	79.1	81.7	82.2	83.3



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: *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.	n/a	100.0	88.0	90.4	86.5	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0
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.	87.5	100.0	85.8	92.5	86.9	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Comment on Results

Performance measures generally exceeded targets and reflect strong parental satisfaction. Results reflect a strong sense of satisfaction with their school and community. Student responses are significant and positive.

District Strategies

The board of trustees of PLRD #25 will engage in a strategic planning process that will involve school community stakeholders.

Continue to conduct two School Board/School Council meetings per year.

Senior Administration will meet with each school staff and school council annually as requested.

Implement a *Take Our Parents to School Day*.

Invite parents to teacher professional development activities.

Continue to inform parents and community members regarding PLRD's focus on 21st century learning.

Administrators and Board members meet to review new initiatives for the upcoming school year.

Administrators will attend professional development sessions on leadership and school improvement.

School administrators will present their AERR/School Education Plan to the Board of Trustees.

Continue to implementation PLRD's *Alberta Initiative for School Improvement (AIS)* Project that focuses on 21 century teaching and learning and school leadership.

Encourage student representation on school councils to increase our students' sense of and empowerment in regard to school governance issues.

School Strategies

- Continue to promote an open door policy for parents, students and staff. Input and opportunity to express concern is a

means of creating satisfaction of parental involvement.

- Continue the promotion of parent volunteers in all facets of school operations.
- Open invitations are provided for all school activities and events, encouraging parents and community members to attend.
- School Council should involve as many parents and community members as possible. Some may choose to not attend meetings and yet they are more than willing to volunteer time and effort in school activities.
- Community suppers provide an opportunity to engage parents within the school.
- Promote the theme of a community school atmosphere that encourages community use and involvement

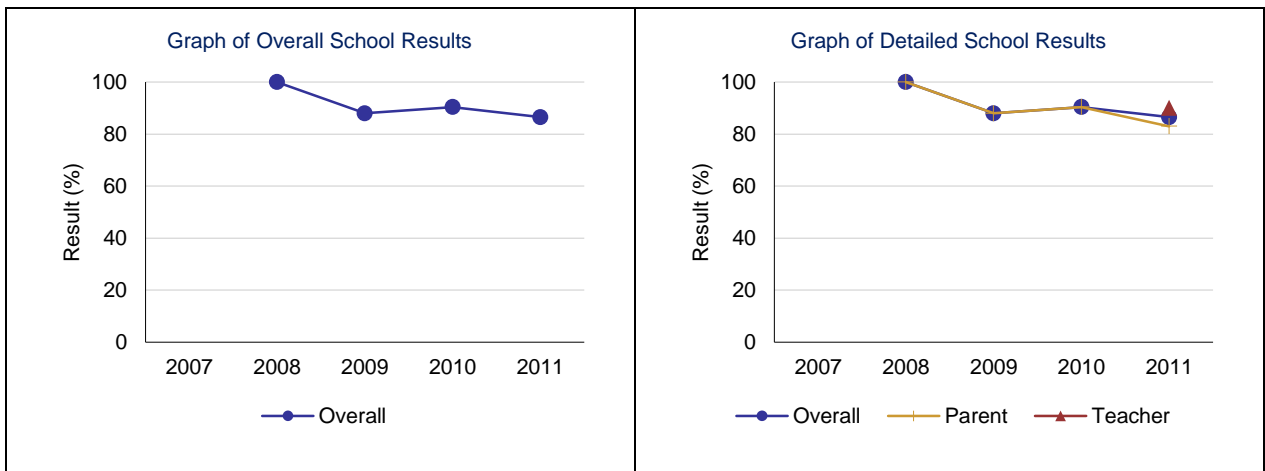
The board of trustees of PLRD #25 will engage in a strategic planning process that will involve school community stakeholders.

- The Administrator is informed of district wide new initiatives and shares this information with staff and School Council. Directives outlined by Senior Administration and the Board are supported and encouraged.
- The annual education plan is discussed/reviewed with staff and school council and presented to Senior Administration and the Board for review.
- Providing increased opportunities for students, through VC, includes continuation of the Paving Health Pathways in the timetable.
- Small enrolments and staffing allocations necessitate the effective incorporation of video conferencing to provide senior high program. Students and parents are informed of this reality and every effort must be made to promote the development of practices that improve quality of presentation. Professional development is planned for presenters and technological improvements are ongoing.
- The VC suite has undergone renovations to reflect current technology. These improvements should improve student engagement and presentation practice.
- Continued decline in enrolments has resulted in elementary triple grading. This may impact the overall rating of this performance measure.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	100.0	88.0	90.4	86.5	74.5	79.1	81.6	81.2	81.5	77.5	78.2	80.1	80.0	79.9
Teacher	*	*	*	*	90.0	82.4	89.7	93.6	87.7	89.5	87.1	87.5	88.0	88.6	88.1
Parent	*	100.0	88.0	90.4	83.0	66.5	68.4	69.5	74.8	73.4	67.9	69.0	72.2	71.3	71.7

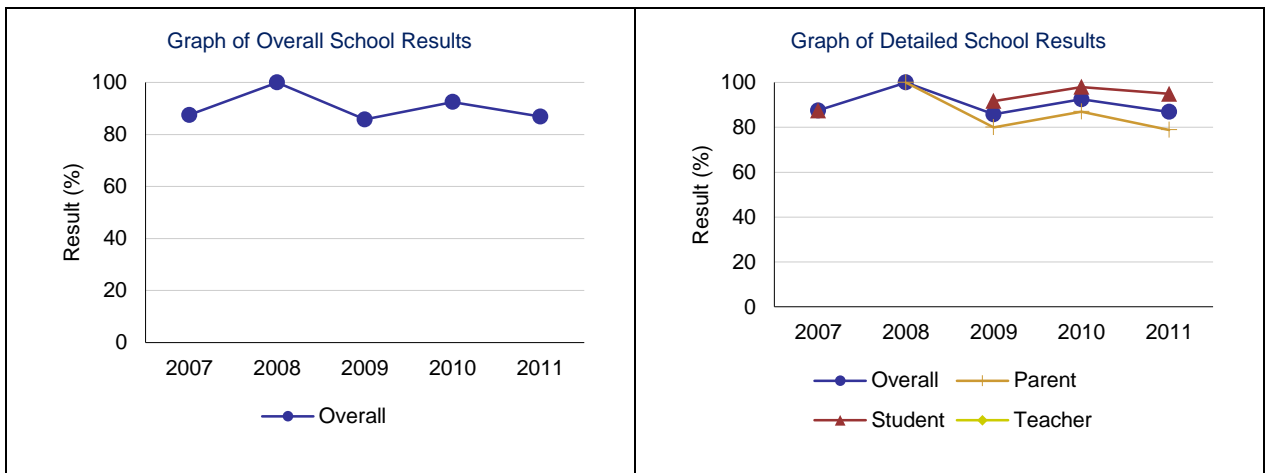


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	87.5	100.0	85.8	92.5	86.9	70.9	71.8	77.1	77.5	79.6	76.3	77.0	79.4	79.9	80.1
Teacher	*	*	*	*	*	60.7	66.7	78.4	75.9	81.4	74.5	75.6	78.2	80.8	80.1
Parent	*	100.0	80.0	87.0	78.9	71.4	72.4	76.4	81.3	82.4	75.1	75.9	78.1	77.0	77.3
Student	87.5	n/a	91.7	98.0	94.9	80.5	76.2	76.6	75.2	75.2	79.3	79.5	81.8	81.8	82.9



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

SECTION D

NEW INITIATIVES / PRORAM DELIVERY CHANGES

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

New Initiatives For The Current School Year

- Technological renovations, within the VC suite, will improve presentations.
- Continuing books For Birthdays project that presents a book to every student upon their birthday
- VC Pod School and ABY Common Campus (see separate attached ABY AERR notes)
- CTS Foods Program
- CTS Trades
- Photography Club

New Initiatives Under Consideration for the Future

- Focus on Instruction and Classroom dynamics in Video Conference, ensuring an inclusive classroom. Program support using classroom aides could be considered, after assessing the need for added student assistance and classroom support in ABY POD schools.
- Promote collaborative high school course scheduling through PLRD high schools, so that students in the POD schools have access to instruction in specific -2, -3 or even -4 courses, and to the sciences(Physics, Chemistry, Biology). For example, 2011-2012 grade 11's in ABY take Math 20-1 in semester one. Math 30-1 is scheduled for semester two. We need to make provision for students who should be re-routed to Math 30-2 or Math 30-3 in semester two. The teacher is comfortable with the combination of Math 30-1 and Math 30-3 in her classroom. We do not have provision for Math 30-2, should it be needed.
- Increasing CTS opportunities, including effective use of Kelly's 'kits'
- When elementary triple grading was proposed, a full time aide was felt necessary. Altario School elementary staff indicated that an aide was offered as an off-set to the demands of triple grading.
- Through Leadership Academy, foster interest and development from staff of a new and improved Altario school principal.

SECTION E**SCHOOL FEES**

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

Activity/Subject	Fee \$	Explanation
PLRD	\$70	Gr. 1 – 6 resource fees
PLRD	\$75	Gr. 7 – 9 resource fees
PLRD	\$80	Gr. 10 – 12 resource fees
Altario School	\$40	Jr. Option fees...Photography, multimedia and art supplies
Altario School	\$40	Band program instrument rental fee

SECTION F

SCHOOL PD PLANS

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

1. PD Needs Assessment Findings

Specialist council Conference attendance
PLRD collaborative projects
Individual needs as identified in TPGP's

2. PD Goals and Outcomes

The school goal is to engage teachers in activities that will directly impact teacher practice within each and every classroom. These practices must address the issues identified as student engagement, rapport, curriculum relevance, curricular mapping, assessment, scaffolding and metacognition. Increased student productivity and student engagement will be evidenced through student skill development in respect to literacy, critical thinking, problem solving, and technology

3. PD Activities

- Division-wide PD days
- School based PD days
- Monthly discussion/presentation in staff meetings
- Teacher Convention
- ATA Specialist Council
- Specific activities related to TPGP

4. PD Budget

\$2000 is allocated within the budget to cover PD expenditures. These expenditures are cost shared with PLRD with varying degrees of support dependent upon the activity (ie: TPGP, ATA Specialist Council, Leadership)

SECTION G

BUDGET PLAN

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

Please attach your school budget for the 2011/2012 school year.

Submitted on separate attachment.

SECTION H**TIMETABLE / HOURS OF INSTRUCTION**

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

Indicate the hours of instruction for:

- Elementary
- Junior High
- Senior High

Please include a timetable outline that includes a bell schedule for Elementary, Junior High and Senior High.

Altario School		2011-12		Semester 1				
	M Baier	S Koch	B Davies	R Grover	J McCormick	T Baier	VC	VO
8:50 9:32	LA1-2 Math 3	Math	Music 7/8/9	Prep	Prep		MATH 10	ELA 20
9:32 10:14	Prep	Prep	Mus/Fr 4/5/6	PE 1/2/3	ELA 7/8		MATH 10	ELA 20
10:18 11:00	LA	LA		PE10/20/30	ELA 7/8		HCA	
11:00 11:42	LA	LA		PE10/20/30	ELA 9		HCA	
lunch								
12:22 1:04	Math 1-2 LA 3	Science Math		PE 7/8/9	ELA 10 (VC)	BIOLOGY 20		
1:04 1:46	Social 3 Science 3 LA 1-2	Science Art		OPTION 7/8	ELA 10 (VC)	BIOLOGY 20		
1:50 2:32	LA 3 Social 2 Science 2	P.E.		SOCIAL 7/8	Admin	MATH 9	MATH 20	
2:32 3:14	Art Computers Music/Health	Social St.		CTS 10	SOCIAL 9		MATH 20	

Altario School		2011-12			Semester 2			
	M Baier	S Koch	B Davies	R Grover	J McCormick	T Baier	VC	VO
8:50 9:32	LA 1-2 Math 3	Math	MUSIC 7/8/9	OPTION 7/8/9	Prep		SCIENCE 10	ELA 30
9:32 10:14	Prep	Prep	Mus/German 4/5/6	PE 1/2/3	ELA 9		SCIENCE 10	ELA 30
10:18 11:00	LA	LA		CTS	ELA 9		HCA	
11:00 11:42	LA	LA		Prep	ELA 7/8	MATH 9	HCA	
lunch								
12:22 1:04	Math 1-2 LA 3	Science Math		PE 7/8	SOC 10 (vc)	BIOLOGY 30		
1:04 1:46	Social 3 Science 3 LA 1-2	Science Art		PE 9	SOC 10 (vc)	BIOLOGY 30		
1:50 2:32	LA 3 Social 1-2 Science 1-2	P.E.		PE 20	SOCIAL 9	MATH 30		
2:32 3:14	Art/Music Computers Health	Social St.		SOCIAL 7/8	Admin	MATH 30		

POD Schools(ABY Campus)FTE for 2011/2012

	Grade 10	Grade 11	Grade 12	Totals
Altario	4	5	0	9
BCCS	3	2	3	8
Youngstown	6	5	6	17
Totals	13	12	9	34

Rotation Cycle for Grade 11 & Grade 12

Year One	Math 20/30 Biology 20/30 English 20/30	Year Two	Physics 20/30 Chemistry 20/30 Social Studies 20/30 Math 31
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Common Timetable

	Grade 10		Grade 11/12 – Year One		Grade 11-12 – Year Two	
Block	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
1	Math 10 Video Conf (Beatrice B.)	Science 10 Video Conf (Brian G.)	Eng 20 Video Conf (Mavis P.)	Eng 30 Video Conf (Mavis P.)	Social 20 Video Conf (Geoff H.)	Social 30
2	PE 10/20/30 CTS	PE 10/20/30 CTS	PE 10/20/30 CTS Health Care	PE 10/20/30 CTS Health Care	PE 10/20/30 CTS 20	PE 10/20/30 Math 31
3	Eng 10 Video Conf (Jennifer M.)	Social 10 Video Conf (Jennifer M.)	Biology 20	Biology 30	Chemistry 20	Chemistry 30
4	CTS	CTS	Math 20 Video Conf (Beatrice B.)	Math 30	Physics	Physics 30

Original Altario Grade 10-11-12 Cycle Started in the 1970's by Lyle Lorenz:

Year 1: English 30 T1(20 with 10-11 in previous yearT2) in , Math 20-30, Physics 20-30

Year 2: Social St. 30 T1(20 with 10-11 in previous yearT2), Biology 20-30, Chemistry 20-30,

Altario Instructional time 2011-12

Grade 1 through 6

$$\begin{aligned} 316 \text{ min/day} * 183 \text{ days} - (9*42) &= 57450 \text{ minutes} \\ &= \mathbf{\underline{957.5 \text{ hours}}} \end{aligned}$$

Notes: 14 minute recess breaks

9 early dismissals of 42 minutes

Grade 7 through 12

$$\begin{aligned} 336 \text{ min/day} * 183 \text{ days} - (9*42) &= 61110 \text{ minutes} \\ &= \mathbf{\underline{1018.5 \text{ hours}}} \end{aligned}$$

Notes: 42 minute periods or 84 minute blocks

4 minute breaks between blocks

9 early dismissals of 42 minutes

SECTION I**STUDENT ACHIEVEMENT**

SCHOOL: Altario School

PRINCIPAL: Mr. Barry Davis

(i) Results – SEE UNDER SECTION “C”

(ii) Strengths/Areas Requiring Improvement

	Grade 3	Grade 6	Grade 9	Grade 12
Areas of Strength	<p>Math 2 students wrote the test Both achieved acceptable standard</p> <p>Reading 2 students taking the test Both students achieving at acceptable level Associated meaning</p> <p>Writing 2 students took the test Both students are achieving at acceptable level</p> <ul style="list-style-type: none"> • Organization • Vocabulary 	<p>Social 2 students achieved standard of excellence. Local and provincial government understanding</p> <p>Math Boys above provincial avg. all areas of math.</p> <p>Science- Trees/Forests Unit and Evidence Investigation Achievement of acceptable standard by all.</p> <p>ELA 4 standard of excellence in reading, 1 in writing.</p>	<p>Math -appears to be the Unit 1 Numbers. Out of 16 possible correct answers, the number of correct answers was between 13 to 15. Out of 72 possible marks, 64 were attained. For Unit 2, Patterns and Relations, out of 68 marks, 53 were achieved. For Unit 4, Statistics and Probability, out of 20 marks, 16 were achieved. Unit 3, Shape and Space showed that students lost 21 out of a possible 48 marks ie. 7/16 of the marks were missed.</p> <p>Social Studies The Political and Judicial System Individual and Collective Rights Consumerism, Quality of life, and Political Decision Making</p> <p>ELA In the reading comprehension component (in which the students scored higher than provincial average) , the strengths lie in: Narrative/poetic Ideas and details Text organization Associating meaning In the writing component, students continued to surpass provincial average on both the narrative and the functional writing. They demonstrated most strength in organization and content management, closely followed by grammar.</p> <p>Science Performed above</p>	<p>Chemistry 30 -overall outcomes were probably satisfactory. Unit A - Out of 60 marks 50 were attained Unit B – Out of 100 marks 79 were attained Unit C – Out of 45 marks 36 were attained Unit D – Out of 95 marks 73 were attained</p>

			provincial average in every respect, and in Biological Diversity, Matter & Chemical Change, and Space Exploration by at least 4%.	
Areas for Improvement	<p>Math Statistics and Probability</p> <ul style="list-style-type: none"> • Patterns and Relations • Number • Shape and Space <p>Reading Informational Text organization</p> <p>Writing Conventions Number of students achieving excellence</p>	<p>Social Achieve at acceptable standard(3 were below standard) Boys below provincial average in all areas as compare to provincial standards. Community involvement Knowledge achievement (demo. Principles, community involvement, Iroquois Confederacy Areas in writing between 2-3 scoring level. Math Girls show slightly below prov. avg. in M.C. Patterns and relations, stats and probability below prov. avg. Below prov. avg. on higher order questions *graph interpretation, 2D/3D shapes, transformations, decimals/fractions, in/out tables, plotting points. Science Air/aerodynamics and flight unit in knowledge and skills -Girls:skills/inquiry process -Boys:below average air/aerodynamics unit, below in knowledge area (prov. standard) ELA 4 below prov. average in writing, 1 on total test -boys below prov. avg. In all areas of writing -improve in achievement of acceptable standard and excellence standard -Reading: synthesizing, ideas/details, poetry</p>	<p>Social Studies Immigration and Economic decision making Analysis of visual information (political cartoons, graphs) Assimilating information from more than one source.</p> <p>ELA In the reading comprehension component (in which the students scored lower than provincial average), the areas needing improvement are: Informational (interpreting ideas and details in poetry and memoirs) Synthesizing ideas (drawing conclusions, formulating generalizations) In the writing component, the main area for improvement is in developing the content and ideas themselves.</p>	<p>Chemistry 30 -more review. Always other ways of developing the lessons so that students can grasp concepts better. -demanding more of students to be responsible for their own learning.</p>

<p>Plans for Improvement for 2011/2012</p>	<p>Math Continued use of Math for Success program in which each strand of the curriculum is covered in some way everyday. The goal of the program is to apply math concepts to problem solving situations on a daily basis. The children learn through repetition and trial and error. Continued use of the Power of Ten program which teaches the mastery of basic facts through visualization.</p> <p>Reading Daily read alouds are done, modeling how proficient readers use strategies to engage in a constant dialogue with the text. The following "7 key" strategies are taught over the year: Background Knowledge, Visualizing, Questioning, Drawing Inferences, Determining Importance, Synthesizing, Fix-Up Strategies. Teacher modeling, guided practice, collaborative practice, independent practice and the application of the strategy in authentic reading situations are taught each year beginning in Gr.1.</p> <p>Writing Daily modeling and application of skills taught in the Blended Structure and Style Writing Program which has been implemented since Gr. 1. The units covered each year are: Note making and Outlines, Summarizing from Notes, Narrative Stories, Summarizing References, Creative Writing and Library Research Reports. Using this program since Gr. 1, gives the students the tools necessary to be proficient writers.</p>	<p>Social -differentiated instructional practices -project work -cross curricular connections -teacher delivery of course from same teacher -support from EA to deliver program -collaboration with other teachers of same grade on course delivery -technological supports for program deliver -utilize exemplars to identify standards for attainment of desired scores -community involvement: operation of milk program, spirit days, school activity promotion, first aid jr. member program</p> <p>Math -Achieve above provincial average -increase achievement in area of excellence -daily math review of all Strands -differentiated instruction -math program that addresses each strand daily with repetition and review -continuity of program implementation (continue with program throughout elem.) -teacher experience in course delivery -support from ea in program delivery -hands on application opportunities -technological supportive programming</p> <p>Science Collaboration in course delivery of course with veteran teachers -differentiated instructional practices -teacher experience in program delivery -support from EA for program delivery -hands on labs -use of visual supports -technological supports for programming -cross-curricular connections -teacher experience</p> <p>ELA -continuity of reading</p>	<p>Math -Challenge each student to apply the information that has been taught in a variety of different questions. -motivate students to learn the times tables. -make the class fun.</p> <p>Social Studies Adding more focus to these two subject areas in terms of time spent and depth of understanding attained More concentrated practice on analysis of visual information and coalescing information from multiple sources.</p> <p>ELA Spend more time practicing analysis and synthesis skills in regards to poetry. Focus more on content generation in a variety of genres and topics to spark creativity. Practice, practice, practice. A regular 'Writer's Workshop' was instituted at the beginning of the year, using the Blended Style and Structure format to teaching writing.</p> <p>Science Endeavor to maintain above average student performance on provincial exams using previous provincial exam questions as review and practice.</p>	<p>Chemistry 30 Not teaching course this school year but would try harder.</p>
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		and writing programs throughout elementary -consistent teacher for program delivery -collaboration with other teachers on course delivery -focus on comprehension and writing practices -use of technological applications to support program delivery -differentiated instructional practices -daily language review -frequent writing practice		
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**PRAIRIE LAND REGIONAL DIVISION NO. 25
SCHOOL EDUCATION PLAN APPROVAL FORM**

2011-2014 Proposed School Three Year Education Plan & AERR
(reporting on 2010 / 2011 results)

Have you consulted with:

	Yes	No
School Staff	<input type="checkbox"/>	<input type="checkbox"/>
School Council or its equivalent	<input type="checkbox"/>	<input type="checkbox"/>

I, _____(Principal) certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Prairie Land Regional Division's School-Based Decision-Making Guidelines.

Signature

Date

I, Wes Neumeier (Superintendent of Schools) certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Prairie Land Regional Division's School-Based Decision-Making Guidelines and approve this proposed plan on_____. (date)

Superintendent of Schools